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New law would let schools charge fees

A change in the law to permit local authorities to charge for tuition is under consideration in the Department of Education. It will clear up the confusion brought about by last months' High Court ruling that music instrument teaching had to be free if it was part of a school's curriculum. Stephen Cohen reports.

New rules for mergers too

New legislation which will allow local authorities to charge for lessons is being drafted by the Department of Education. It is intended to be introduced before the end of the year.

A working party which is clearing up anomalies in last year's Education Act is now looking at ways of allowing charges to be brought in. The move has been prompted by a recent High Court ruling that it is illegal for payment to be demanded.

Mr Justice Forbes said it was wrong for Hereford and Worcester county council to charge for musical instrument lessons. The case had been brought by a parent who objected to paying. About 40 local authorities have been charging for music tuition, according to the DES, but they must now stop. The loss in income could run into millions of pounds.

Hereford and Worcester planned to raise £100,000 from fees. Lincolnshire estimated that its charges would bring in £70,000.

It is not just music tuition that is affected. The High Court ruling could be interpreted to cover swimming, cookery and craft lessons where charges are levied.

The judge said that individual instrumental tuition was capable of forming part of a school's curriculum and, if it was provided as part of that curriculum, no fees should be charged.

Local authorities reacted by warning that they might end this type of free tuition altogether. This week, Hereford and Worcester said they would continue the music lessons until June without the £10 a term fee, but would then think about running the classes outside normal school hours. This could escape the ruling.

The authorities have also asked the DES working party to change the law in another area so that school mergers can go through more quickly and with less fuss and opposition.

At present, a merger is treated in exactly the same way as a school closure: notices are posted announcing that the local authority will cease to maintain the schools involved, though the intention is to re-open them as one new school on separate sites. This invariably arouses public opposition because of the emotive effect of the word "closure".

Mr Alistair Lawton, chairman of the Association of County Councils education committee, said this week that the procedure needed "tightening up" because it was a "long-winded business". Two months have to elapse for objections to be made and appeals can be considered by the Education Secretary. The authorities say they do not want to limit the public's right to oppose merger schemes but they are unhappy with the flood of objections they always bring.

An increasing number of mergers is likely over the next few years as 750,000 school places disappear.

The DES dealt with 100 closure proposals last year. The large majority, according to Sir James Hamilton, permanent secretary, were handled within four months.

Stinking iris, nipplewort, borage and gorse; hedge woundwort, greater stitchwort and burr; purple loostrife, rosebay willowherb, ladies' bedstraw, woody nightshade; greater bellflower, common mallow, peanut. The wild flowers of Britain are being given away by Dr Stephen Maxwell, to children who send a stamped addressed envelope to 103 Noel Road, London N1. He wants children in suburbia to see the old garden flowers which were ousted by foreign plants.

Avon resource unit to close after all

by Bob Doe

The highly praised Avon resources for learning development unit will close down after all. In spite of an apparent last-minute reprieve, Avon's education committee has confirmed its original decision to shut the unit from August 31.

Earlier reports that the unit was to close brought in protests from all over the country. The county council asked the education committee to reconsider the closure plan as the savings could be made without closure.

Mr Philip Waterhouse, the unit's director, complained this week that the committee was unwilling to consider, other than in the most casual way, alternatives to complete closure that would save the same amount of money.

See Aristides page 72.

Soulbury scale 7½% rise

Educational psychologists, advisers, youth and community service officers who are on Burnham-related salary scales had a 7½ per cent pay increase confirmed by the Soulbury Committee this week.

It is common practice for this group of local authority officers to follow the same settlements as those made on the Burnham primary and secondary committee, and indeed they received all the Clegg awards last year. Youth and community workers will be paid the increase from July 1; the rest will receive it from April 1.

Cruise row chairman resigns

The man at the centre of the row over free places on an educational cruise has resigned as chairman of the education committee.

Mr Gerald Hughes, who booked free places for himself, his wife and other councillors and officials on the s.s. Uganda, resigned before being re-adopted as Tory candidate for the May elections for Berkshire county council.

The report of an inquiry published last week censured Mr Hughes for failing to consult the education committee about the allocation of places.

In his resignation letter Mr Hughes says he accepts completely the report's findings.

Inspector 'too busy to call' claim

by David Lister

Headteachers complained this week that school inspectors were too busy compiling national surveys to visit them and give advice.

In its evidence to the Rayner inquiry into HM Inspectorate, the Secondary Heads Association says that national pressures on the inspectorate have diminished its availability as a national presence.

Mr Peter Andews, SHA press spokesman said: "It has got to the stage that heads don't even bother to ask because the HMIs are so busy on national matters like the survey. A new inspector is introduced to you and then you hardly see him again. A lot of them also seem to be based at Elizabeth House in London."

The SHA evidence says: "It is increasingly difficult to invite HMIs to give advice in a school other than in the course of national inquiries. There is no adequate substitute. Local authority advisory services are variable in quantity and quality, and in some areas are rendered ineffectual as sources of advice by being forced into an administrative and sometimes directive role."

A spokesman for the inspectorate said the number of HMIs was too small to make regular visits on request. The terms of reference of the inspectorate were to be helpful to a school when HMIs were there inspecting. Individual requests for advice ought to be made to local advisers, said the spokesman.

The SHA goes on in its evidence to praise the evenness of recruitment between men and women, but adds: "Promotion for the latter has been the glittering exception rather than the rule."

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TIMES PAST

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New party, old policies – Mrs Williams' first outing in SDP colours

The Easter conference season opened this week with the Secondary Heads meeting at Sheffield. Over the next three weeks, teachers' unions and professional associations will be competing for the headlines, as education gets its annual airing as part of the rites of spring.

Mrs Shirley Williams' appearance at the rostrum was well-timed: the first occasion for her to talk at length about education since the formation of the Social Democratic Party. She did so burdened by her earlier foolish flirtation with the abolition of private education – an authoritarian policy symbolic of all the Social Democrats most bitterly oppose. She used the occasion to extricate herself from the mire as best she could, in the knowledge that the rest of the Gang of Four would not go along with her.

What emerges from even a brief discussion of education from the Jenkins-Owen-Rodgers-Williams perspective is the limited value of stirring policy statements at this stage. The only important educational policy is likely to be that on public expenditure which determines the pace and potential of all other initiatives. Mrs Williams was able to make the right noises about examination reform (though the slow progress which she achieved in office scarcely promises any startling change). She remained ambivalent about the long-term future of the examination system, however, appearing to regard an ultimate shift to a fully-fledged tertiary system as a prelude to the ending of all external examinations at 16 plus. On 16 to 19, Mrs Williams took her stand staunchly behind attempts to promote an integrated policy of education, vocational preparation, work experience and industrial training. More clearly than any other minister she has faced the need for educational maintenance allowances – even if, here again, her vision exceeded her political prudence.

Mrs Williams's Social Democrats are committed to comprehensive secondary education and the ending of selection at 11, though it sounded as if there might be more room for local compromise about alternative forms of development in areas which had so far insisted on retaining grammar schools. The Social Democrats must be aware of the residual strength in the country – well represented among those who say they support the SDP – of those who want to keep grammar school education in some form, and whose view of the assisted places scheme is a lot closer to Mrs Thatcher's than to Mrs Williams'.

The detailed itemization of educational policy – all of it conditional on vast economic uncertainties – would be dangerous as well as pointless. What the Social Democrats should offer is intelligent continuity rather than exciting but improbable diversions.

Mr John Tomlinson's SHA speech provides the Platform article on page 4. It is a stirring call to the teachers and local authorities to set their own curricular house in order, to head off the encroachment of the central Government, the national politicians and the DES administrators. Coming a week after the DES paper on the curriculum and a week before the Schools Council's own document, it was a bold intervention, which the heads were well disposed to respond to. Mr Tomlinson saw the simultaneous review of the Schools Council (by Mrs Nancy Trenaman) and HM Inspectorate (by Sir Derek Rayner) as the most serious overt sign yet of the determination of the central Government to dominate the content and process of education in schools. *The School Curriculum* showed how the Inspectorate and the rest of the educational establishment had blunted the first efforts of politicians and senior officials. If the Inspectorate were now to lose their quasi-independence and the Schools Council was stripped of even the vestige of self-confidence which Mr Tomlinson and Mr John Mann have helped it to recover, the threat of DES control of the curriculum would be much more immediate.

Mr Tomlinson's case is that the best way for the schools and l.e.a.s' to prevent the DES from usurping power is by taking action themselves; aided, of course, by the Schools Council whose own curriculum paper is intended to be a practical aid to this end. It will certainly be studied closely when it appears next week: direct comparison with the DES version will be unavoidable.

The battle for the control of the Inspectorate is clearly one important behind-the-scenes struggle which is now taking place. Equally clearly, it must be obvious on which side of this particular struggle the teachers and the local authorities should stand; they need to be able to count on the professional integrity and independence of the Inspectorate and to be able to use the expert witness of the HMIs against the politicians when this is appropriate.

The evidence presented by SHA to the Rayner inquiry, however, shows that heads think they need a good deal more than this from HMI; notably the advice and support which depends on frequent school visits by Inspectors. As SHA complained, the small size of the present Inspectorate and its concentration on survey work strictly limits the amount of time HMIs can spend counselling heads and their staffs. On a narrow view – the view Sir Derek Rayner is all too likely to take – advising heads is not the HMIs' main job (which is advising the Secretary of State). But the more narrowly the role of the Inspectorate is to be defined, the harder it will be for them to find the allies elsewhere in the educational system they need when, as now, they are under threat.

Finally, there remain the warnings uttered by Mr Donald Frith, the secretary of SHA, on the eve of the conference, about the undesirable spur to early leaving in the changed supplementary benefits rules. Now that benefits are not paid till the end of the school holiday after a boy or girl leaves school, there is said to be firm evidence that more are leaving at Easter, even if this means forgoing the chance to take exams in the summer. This must be clearly monitored, and the evidence carefully assessed. DES ministers have promised to keep the matter under careful review, but they may well need to have their elbow jogged. It now seems clear that the change in benefit rules was made with the principal object of saving staff in the Employment Services Division of the MSC rather than saving money on benefits. There is every reason to believe the rules could be changed again if good evidence can be mustered of its unintended side effect. The Secondary Heads Association have an obligation not to let this matter go without a fight now they have joined the careers officers and others who have taken up the issue.

Comment

Work – the elusive touchstone

Better contact between some schools and their local employers is probably the most visible legacy of the first Great Debate. At that time – in 1976 – industrialists were constantly moaning about the low academic standards of school leavers. At a higher level there was a feeling that schools, pursuing their own curricular goals and interests, had become too cut off from the real world. Links between school and work might be the *elusive touchstone to Britain's economic* recovery.

Contrary to some prophecies, school/industry co-operation has not been a nine-day wonder, though the momentum behind it has certainly flagged. This week HM Inspectors produced a guide to good practice (in the tradition of 10 Good Schools), showing how 12 schools have bridged the gap between school and working life in rather different ways.

For example, an 11 to 18 comprehensive in the West Midlands has built a close link with one local firm, which every year devizes a project based on a real problem facing the firm. In 1978 the school came up with a way of providing a monthly stock valuation without a physical stock take. In 1979 the school successfully designed a test rig to measure strain on a piece of scaffolding.

A secondary modern in the North West has made a concerted effort to relate the curriculum to practical applications in employment. A local firm took a close look at CSE courses at the school, and advised on their relevance to industry. Syllabuses throughout the school have benefited. For example, following his secondment to a food processing firm, a science teacher introduced experiments in the school laboratory to test flavouring essences.

Record high youth unemployment may seem to make all such links rather futile, particularly in cases such as the EEC project in Sheffield, where they are concentrated on the least able pupils. Much of what these young people are being taught about industry and work might be thought at best to be irrelevant. (As the inspectors point out, there is a danger that the school curriculum could become too narrowly vocational, too tied in to the specific demands of one or two local employers). Much of the work described is like what many schools have been trying to achieve with their non-exam groups for many years. Links with industry give the courses more immediacy and direction, and this in turn motivates both teachers and pupils.

What is clearly emerging from the Sheffield experiment, and is echoed by the inspectors in relation to the 12 schools, is that successful links require extra resources. These may be in the form of extra time, manpower or money. In Sheffield a spare teacher in each school had quite disproportionate benefits, and at a time of falling rolls local authorities should remember what good value for money this leeway on staffing can offer. If this sort of co-operation is to continue, there will have to be more rather than less chances for teachers to be seconded to industry, to take part in in-service training, and to have relevant elements introduced to initial training.

The most immediate dangers are the recession, which will reduce support from firms, and the fact that the novelty is beginning to wear off. In the end all these contacts depend on individual teachers and industrialists, and as they leave, as inevitably they must, the links are liable to disappear. To maintain and renew them requires constant effort from the schools, but it is effort that has its rewards.

Bland men's bluff

The prospects for a new initiative on industrial training, advanced jointly by the Department of Employment and the Manpower Services Commission, begin to look increasingly dim. It is still hoped that a Green Paper can be produced which will have the backing of the Government as well as the MSC, outlining a universal scheme of traineeship and laying the foundation for a complete overhaul of the apprenticeship system. It now appears to be much more difficult to get agreement on the terms. The draft has been reworked several times, becoming blander at every turn. In the background there is the rumbling echo of other disputes. The trade unions are angered by Mr Prior's determination to close down as many industrial training boards as he can; the employers are incensed by the decision that they should bear all the operating costs of those boards which remain.

It is all a sorry tale of misplaced ideological zeal and the linkage of one dispute to another in the pursuit of industrial diplomacy. It threatens to affect more than just the work of the boards, however, if it causes the unions and the employers to step back from the rest of the training initiative. It seems that the paper now being prepared by the MSC, as the basis of a consultative document, stands by the long-term aim of freeing apprenticeship from age limitations and extending access to training to all entrants to industry. But it remains to be seen how far the MSC can go in the direction of a fundamental review of apprenticeship in the face of hardening union attitudes.

In the context of current disputes between Mr Prior and the two sides of industry, it is not clear what the DE attitude to the MSC paper will be. Mr Prior may yet salvage his training initiative, a bit dog-eared but still capable of a little mileage, given a favourable wind and a modest budget.

A good deal of argument will centre on who should pay for what, and what legal obligations, if any, should be placed on employers and trainees. The way things are now developing it seems unlikely that these matters can be resolved without legislation. Whether Mr Prior could get such a measure through the Cabinet is far from clear. There is a long way to go before the proposals are in finished shape, and already there is an overpowering sense of *déja vu*. The MSC officials – and notably Mr John Cassels, the director – who have struggled manfully to persuade the Government and their own masters of the need for a document setting out a framework for a 10-year reform programme, are now struggling to rescue something at least from the wreckage.

Mr Prior has clearly not yet given up hope, but *there his job is one which only the incorrigibly* optimistic can hope to perform. But optimism is not a sufficient basis for setting about the long overdue reform of an antiquated and inadequate training system. Good works as well as faith ought to be the order of the day.

The facts a good parent wants to know

Now that the consultation on the Government's information proposals have virtually reached their final stage (page 6), the local authorities and schools now have to go ahead in time for September 1982.

Most of the listed items on which information will have to be supplied to parents would strike an objective bystander as both rational and minimal. Openness is to be welcomed wherever it can be provided; information for parents is a good place to start. This is also a particularly good time for schools to think about, and set down explicitly, the outline of their curriculum, and therefore what an educational equivalent of the Trades Description Act might require them to maintain in the way of subject choice and staffing.

Attention will focus on the most contentious item, calling for details of exam results; the only demand to be scaled down in the face of criticism. The DES hopes, probably vainly, that it will not be easy to compile league tables, if pass rates are not called for. Here, however, schools may well want to provide more information rather than less. The bare results by subject, together with the number of pupils in the age group will be of limited use to parents. Unless l.e.a.s give some guidance to both schools and parents on how to compare what goes in with what comes out, parents will have no way of answering the only important examination question: are the children getting the results they should be capable of given their ability when they entered the school?

There is no easy way to set out the key background variables without fogging the figures, but it is hard to believe that some rule of thumb will not be needed. In any event, it is now in everyone's best interest to get on with working out how best to provide rather more than the minimum information.

No comment

"From youth to maturity (all day)" – an education session listed in the programme for this year's anniversary meeting of the British Association for the Advancement of Science.

Mrs Shirley Williams outlines SDP education policy

New party wants wider choice

by David Lister

The abolition of exams at 16, the end of "perks" for public schools and a German style traineeship scheme for 16-year-old leavers would all be likely to follow if the new Social Democratic Party took office.

The policy of the new party was outlined this week by Mrs Shirley Williams, one of the party's founders and the former Labour education secretary.

The main planks of the SDP education policy are: wider parental choice of schools within the comprehensive system; examination reform including major and minor A levels and an eventual replacing of the 16 plus with profiles and assessment; tertiary colleges a German style traineeship scheme for 16-year-old school leavers; a lessening of the academic and vocational split in the system; use of surplus school space for nursery classes and community education; centres of specialisation for minority subjects and a local income tax to replace the rates.

Mrs Williams is also in favour of the abolition of fee paying schools, though she stresses that this view is not shared by the other members of the Gang of Four. And she appears willing to compromise on a removal of "perks" for public schools, such as charitable status, and a "twinning" of public and comprehensive school pupils.

When she was asked how these embryonic policies differed from Labour's educational policy she said: "Labour has never made up its mind about independent schools at all. Labour has never said anything interesting at all about the vocational academic split. It has completely gone for the unification of the 16 plus but hasn't said it might want to see the end of the 16 plus."

Outlining her policy in an address to the Secondary Heads Association in Sheffield this week, she spoke of several long term goals for education. One of these was the unification of 16 plus exams.

She said she would prefer it to be rather less dominated by the O-level structure. O-levels were too rigid and too formal, and some CSE work would have been well worth retaining. The more important reform was the reform of A-levels, she said. There should be at least two minority as well as two majority subjects to bring the division between science and the arts a bit closer. Eventually she wanted to see the disappearance of O-level or its successor altogether to be replaced by a mixture of internal examination, school profiles and assessment.

A further need was for an end – on traineeship system for 16-year-olds leaving school, moving towards a vocational year with a one third educational input. In Germany, she said, more than 90 per cent of youngsters went through a three year training compared with only 16 per cent getting any training in Britain.

She went on: "We have to make a substantial move forward in binding up the divisions between vocational and academic education. It goes all the way through our society. We have to say to the major professional institutions that they had better forget about trying to give themselves status by only accepting a full time education route as the one to professional status.

"Also I believe the future really does lie gradually in the emergence of a tertiary sector and the combination of post 16 vocational with the post 16 academic. Traditional schools have got to get closer together with FE colleges and gradually this divide has got to disappear."

Parents, she said, should be given a wide choice of different types of comprehensive school. They should be able to choose between different denominations, single sex or mixed, and between different types of disciplinary procedures, though she admitted she was in favour of banning the cane altogether.

She said she was the most "way out" of the gang of four in her desire to abolish fee paying schools, but there would be agreement on the abolition of charitable status and differential grants for servicemen whose children attend public schools. She believed that some independent schools would be willing to become sixth form colleges within the maintained sector and suggested "twinning" children from public and maintained schools.

Catching them young – Professor Charles Taylor head of the physics department at University College Cardiff, gave two lectures recently on the physics of music at schools in Mid Glamorgan and Gwent to children between the ages of seven and eleven. He is pictured here answering questions at Pencoed Junior School. The lectures were part of a scheme to encourage science careers by introducing children to scientists.

Town halls' spending records defended by AMA secretary

by Sarah Bayliss

Local government underspent on each of the expenditure targets set for it by Whitehall for the four years up to 1979-80, Mr Tom Caulcott, secretary of the Association of Metropolitan Authorities, said last week.

Speaking at the conference of the Confederation of Scottish Local Authorities, Mr Caulcott gave a strong defence of town hall spending records, using new figures for recent years.

He had obtained the latest unpublished figure for actual current expenditure in England and Wales in 1979-80 from the Department of the Environment which showed that local councils underspend was 1.5 per cent, 2.6 per cent and 0.8 per cent respectively. It was necessary to go back to 1975-76 to find an overspend and that figure was only 1.7 per cent.

Mr Caulcott drew a comparison with central government spending which in 1981-82 was 8 per cent higher in real terms than in 1975-76. The latest White Paper on public expenditure showed that in the same period local government spending had dropped by 21 per cent in real terms.

Mr Caulcott warned of an impeding crisis since the cuts now being demanded of local authorities were the highest ever, while the Environment Secretary was armed with new powers to penalize those who didn't conform.

"If local government freedom is the casualty in this conflict, then it is ironic surely that it should happen after a history of local government conforming with central government expenditure targets, when central government expenditure has been rising against the known wisheds of ministers themselves," he said.

Referring to the Scotland Local Government Miscellaneous Provisions Bill which is currently passing through Parliament, Mr Caulcott said, "The direct intervention powers, which are given to the Secretary of State for Scotland to reduce grant merely if he regards the level of spending as excessive, are the most serious threat we've seen."

Earlier last week Mr Jack Smart, chairman of the AMA, said he was distressed by the "obvious glee" with which some councillors were setting about spending cuts.

"Too many local authorities are accepting without question that cut can follow cut and that millions of pounds can be saved, without doing any long term damage to society . . . and without putting at risk some of the essential services which have been built up so painstakingly over generations," he told the Local Authorities Management Services and Computer conference at Eastbourne.

Heads' leader job poser

The leader of the country's secondary school headteachers faces the indignity of having to re-apply for her job as head.

As soon as she completes her year as president of the Secondary Heads Association in the autumn, Mrs Molly Hattersley will be asking her local authority for a job.

This is because her school, Creighton comprehensive is being amalgamated with another secondary school, Alexandra Park, as part of a reorganization scheme in the London borough of Haringey. Eight schools are involved in mergers, and one of the new schools will open on the Creighton site in September 1983. Both Mrs Hattersley and the Alexandra Park head Mr Andrew Nixon will apply for the new post.

Flying dons in hunt for students

by Biddy Passmore

University dons are jetting abroad to hunt for more students now that the rise in tuition fees is beginning to be felt.

Students and lecturers attending foreign conferences now travel with bulging briefcases of promotional literature for their institution. Their aim is to persuade governments and young people in the countries they visit that they have something special to offer, even at the new, higher price. From this autumn, minimum recommended fees at British universities will range from £2,500 to £6,000 a year.

At Essex University, where nearly a quarter of the students come from abroad, the intake of new overseas students fell by 30 per cent last autumn meaning a heavy loss in fee income. To try to undo the damage this year, lecturers have been sent on two-week tours of North American and Japan and another will set off for Malaysia shortly.

Courses are also being developed at Essex to suit the overseas market. ew one-year post-graduate courses ar on offer and a special catalogue of courses suited to third-year American undergraduates – for their "junior year abroad" – has been produced.

Warwick University is taking similar measures, although its proportion of overseas students, at 6 per cent, is comparatively small. But the university estimates that even the loss of 30 students last year meant a loss in fee income of £91,000, so academics flying off to conferences in Malaysia, Hong Kong and South America have been well armed with material and course changes are being rushed through.

Lord Flowers, the rector of Imperial College, London, is setting of tomorrow on a Far East tour to build up contacts in the hunt for students.

Exam board bid to ratify territories

Exam board chiefs were summoned to a meeting at the Department of Education this week to break the deadlock preventing the final ratification of the four English exam territories.

Last August Kent told the Department of Education that it wanted to be part of the London territory rather than the Southern with the rest of the South Eastern board.

But Kent's partners in the Southern CSE board, East Sussex and Surrey, are unwilling to see the South Eastern board broken up or reduced to an uneconomic size. This has delayed final DES approval.

Kent says the majority of GCE exams in the county are taken through the London University GCE board.

This seems to reflect the preferences of the county's 19 grammar schools, however. The South Eastern board claims that two thirds of all Kent's secondary schools use GCE boards other than London.

Now a compromise has been put forward by the Association of County Councils in which Kent would be allowed to keep a foot in both the London and the Southern groups.

NATFHE call for elections

Heads of department in colleges should not be appointed but elected by the teaching staff, says a motion to be debated at the annual conference of the National Association of Teachers in Further and Higher Education next month.

Another motion calls for the creation of additional posts or co-options for women members on the union's decision-making bodies where they are not "properly" represented.

The Young Scientist Investigates

Terry Jennings

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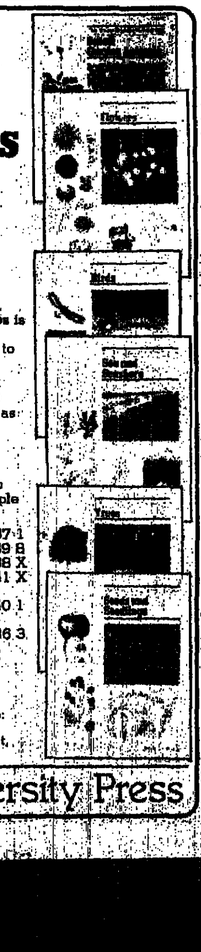

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Platform

The evidence is that power is shifting dangerously towards the centre. Schools with local support for their aims could counter that force, says John Tomlinson

Time for the Empire to strike back

Whenever two or three from teachers' associations, or schools, or l.e.a.s. are gathered together, the refrain is the same: the power is shifting dangerously towards the centre. The evidence seems to be everywhere around us:

Examinations – proposals for the national criteria at 16-plus will be ready within the year. The final say will be with the Secretary of State.

Teachers conditions of service – It seems that the new Burnham machinery will bring the Secretary of State into conditions of service as well as salary fixing

Higher education in the public sector – Leak, denial and rumour cannot disguise a strong putsch towards bringing effective power to the centre.

The Universities – The test is about to come: will the UGC remain independent or will cuts in specific universities and courses be settled by DES?

The HM Inspectorate – Will it remain independent and therefore sometimes a source of discomfort to governments; or will it be brought under the control of the DES; that is, under political control?

The Schools Council – Seems to be in the same boat as the Inspectorate: if you become independent minded, you attract attention. Especially if you represent the old tradition of gaining consensus between central government, local authorities, teachers, parents and industry.

All this makes the claims of Government to want to liberate and enhance local government sound very hollow. Indeed, many would argue that the most important centralizing force is the new block grant system for Rate Support Grant because it so narrowly confines the discretion of the local education authority.

Outside those narrow limits, if you choose to spend the rate payers' money in the belief they elected you to give the service, you are penalized by withdrawal of government grant. The DES beckons us to freedom while behind us the Department of the Environment fastens the strings of the strait jacket.

My message, delivered as a provincial governor and temporary proconsul in the educational empire to his fellow satraps, is clear and simple: "It is time for the Empire to strike back."

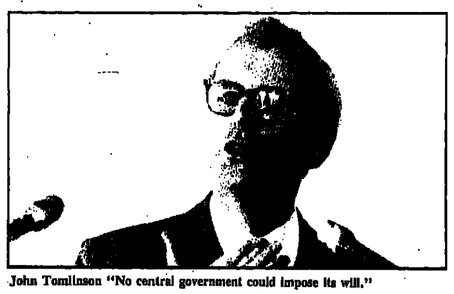
There are other paradoxes to note. The social demand, voiced by politicians, is for more explicit agreement about the objectives of education, prescribed studies, and clearer forms of assessment – just at the time when social and economic change has made the achievement of such agreement much less possible.

If our new secular, multi-ethnic, anomic society finds the narrow consensus of 1870-1970 insufficient, surely a new one cannot be snatchcocked together by political fiat? Isn't it more likely that it will take a lot of thought and argument and that any new agreement will grow upwards rather than be imposed downwards?

There is a strong demand for better vocational preparation, more work experience, pre-preparation for working life – just at the time when the economy is least capable of using the services of the young. And when it is much harder to see what kind of working life those in work will have.

The third paradox follows from the second. Those worst hit by the changed economy are the disadvantaged – those for whom serious programmes of compensatory education are clearly necessary – and have been proved to work where seriously tried. Yet while interest in "vocational preparation" grows, interest at national level in compensatory programmes has withered away.

Indeed, all the by-products of ex-



John Tomlinson "No central government could impose its will."

penditure policy are causing a widening of the gaps between schools in well-heeled areas and those in socially disadvantaged areas. How long will it be before some l.e.a. with a conscience suggests positive discrimination by switching rates and taxes towards schools whose parents cannot pay for books, stationery, music, swimming and field trips? And what will be the reaction of the parents who *are* paying over the odds? Will they be happy to have to raise even more for their school because *their* rates are being used to help those who cannot help themselves?

The fact of this process of widening the gaps between schools has been recorded by the HMI survey. The results of this process are already visible. Money from outside the education service has to be brought in on a massive scale to provide compensatory education programmes as part of the Youth Opportunities Programme.

Basic literacy and numeracy, linked with "Social and Life Skills" programmes have burgeoned in the further education element of the YOP. The Further Education Unit has published radical curriculum development reports and we have a national Basic Skills Unit serving not the schools but the post school world. Furthermore, there are rumours that soon Government will propose a national "traineeship" entitlement for (all? or most?) of those over 16. Unless we are very skilful, that will widen still further the gap between what the schools can provide and what is provided otherwise.

My message about striking back, put very simply, is this. Teachers and schools have to grow in stature and capability so that they can live successfully – which means in the best interests of their pupils – in a world that demands that objectives and methods and accountability are all made more explicit. The best schools have already done it, you have only to go and talk to a meeting of their PTA to appreciate it. So I am not calling for the moon.

The essential components are these:

- Some agreed way of setting the objectives of education. It needs to be done at three levels, with increasing specificity – national, l.e.a. and school.
- Some way in which schools can act as corporate professional bodies capable of thinking out their objectives in concert with their public; planning, monitoring and evaluating their curriculum subsequently as a strong professional activity; and then standing accountable according to agreed criteria.
- Some way of l.e.a.s understanding, leading and supporting this process.

It implies a new view of the autonomy of the teacher and a new view of the relationship between school and community. It calls for all l.e.a.s to follow where some have led.

If achieved, it would be the countervailing force to centralism. No central government could impose in detail its will on 30,000 professional collegiate establishments who were understood and appreciated by their communities. A central government could lead, inspire, suggest improvements and monitor the macro-effect, and all that is a proper role for central government.

I am not one of those who believes that we are faced by a massive conspiracy to centralize the curriculum and control the schools by government. I doubt whether Westminster has the wish to do it and I question whether Whitehall thinks it has, ever could have, the capacity. The final form of *The School Curriculum* document might be taken as proof of that. But I do agree with Dean Atkin of the Stanford School of Education, who in a recent survey of what has happened in the United States concluded that, "Government intervention, while it will improve certain conditions in the education system, is likely to contribute in direct, subtle and unintended ways to a redefinition of schooling and professional practice that itself will lead . . . to further decline".

What would be the prerequisite conditions for the development of the system I am advocating – that is, one which divided power consciously and appropriately and in which each partner knew what was expected of him?

Central government must first stop assuming as a matter of doctrine that all public expenditure is of itself bad and all private expenditure virtuous. The *auto da fe* against expenditure on education will be self-defeating, because expenditure on education does create wealth. Unless we plan a stable education and training service (albeit at a lower absolute level of expenditure if needs must), we shall not be able to earn anything.

Second, Government must recognize that the education service cannot be maintained if it is subjected to rapid short-term changes in finance. The damage caused by successive reductions since 1976 would have been bad enough. But it has been made infinitely worse because we have never known where we were for more than a few months at a time. It is one thing to say that education must be more cost effective; quite another to cause waste by vacillation.

I recall one financial year in Cheshire when we had three different budgets – April, July and November. The lead-time in education is longer than the horizons of political activity. Effective planning has been the greatest casualty of the loss of consensus. And without planning there can be little sense of purpose and without purpose how can morale be maintained? I could add another paradox to my list: that we are being asked to publish school brochures and give promises to parents about curriculum options and school objectives at the very time when expenditure policy makes the future unpredictable.

It must also be accepted that the best way to set curriculum objectives nationally is through a body which is deliberately constituted so as to represent those with a legitimate stake in the education service, as elected representatives, practitioners or customers. To do it this way would achieve at least two desirable ends. It would prevent the national objectives for the education service becoming solely a matter for the government of the day. The rhythms of education are so lengthy and its effects so fundamental in a society that it would be well to try to damp down the excessive oscillations that would occur if government went beyond setting the broad framework of law and then using its considerable influence, within the spirit of that law, in working with the other partners in the service.

I believe we were wise to have put, effectively, examinations policy in the hands of a representative body since 1918, and to have added curriculum, once it became problematic, in 1964. Having worked with the Schools Council for more than three years now I can say that the quality of thinking that arises when different interests have to listen and accommodate to each other, when teachers are confronted by politicians, parents by industrialists, school inspectors by trade unionists, is worthy of attention. It probably represents the nearest we can get as a nation to a consensus on any particular topic at any particular time, and therefore it has the best chance of acceptance, of being practicable, and of being capable of adaptation to change.

The second desirable end which would be achieved is that such a central, representative body, paradoxical though it may seem, would be a protection of the principle of division of power. Because it allows the partners to come together to do those things which ought to be done collectively, while leaving them free as individuals (that is, as l.e.a.s, teachers, industrialists, parents, examining boards, etc) to do the things that are best done locally with individual *élan* and originality.

The second stage of making curriculum ideas actually implies a sense of understanding and hospitality towards the self-developing school. The education committee and its officers must be capable of taking the nationally-set objectives and bringing them nearer home. There must be advisory staff and in-service training resources. Schools cannot trigger curriculum reappraisal solely from within themselves they need to be part of a network of schools, advisers, teacher trainers, industry liaison groups and governing bodies. The links between further education and schools will become even more important. In short, the whole l.e.a. needs to have a policy and a programme for getting ideas generated and spread around; action planned and carried through; and connections maintained with industry, parents, HMI and colleges and universities.

The school itself needs to take heed of the findings of the secondary school survey and Michael Rutter's *15,000 Hours* and much other evidence. There is a need for all schools to be able to plan and implement the curriculum as a totality and as actually received by the youngsters, in the way that only a minority do now. And the process needs to have public participation and support at the beginning in setting objectives and at the end in reporting results. The middle stage remains firmly in the professional domain. And it needs considerable development.

Such is the outline of the prescription. I offer a selection of specific activities which might help achieve it.

Look out for the Schools Council document *The Practical Curriculum*. It is an attempt to help l.e.a.s and schools to bring objectives into practice. It recognizes curriculum as process as well as content, and it approaches the questions of how you monitor and assess the curriculum. It should be a useful complement to the government's new "Framework" document. It comes from an organization representing teachers, l.e.a.s, HMI, parents and those from industry and is addressed to the practitioner – both professional and political – in the l.e.a.s and schools. It represents the view of a wide consensus. We regard it not as the last word but the first, and invite you to try its methodology and think about its ideas and send us your criticisms so we can make the next edition even better.

We can use all the power of the l.e.a.s' and the teachers' associations to ensure that the national criteria for the new 16-plus examination reinforce the curriculum content and especially the teaching and learning methods which we believe are necessary. Again, the Schools Council is our national body for focusing those views and applying that power.

We can help to ensure by our efforts as associations of teachers and local authorities, that the independence of HM Inspectorate is not removed.

Likewise, we must ensure that at national level there remains a body having membership like the Schools Council's which has real influence on the examination system and the curriculum.

We must ensure that, whatever the final position over the total number of teachers we can afford, it is recognized that teachers must be given time for professional development and that this is the key to the development of the schools themselves as organic institutions, strong and respected in their neighbourhood. The avenues to this will be several: the negotiations over teachers' conditions of service, the possibility of a Teaching Council, the deliberations of ACSET, and the new structure for teachers' salaries. Surely it is time for one main grade for all teachers whether they are curriculum leaders, organization men or classroom practitioners and only a small hierarchy at the top? How otherwise shall we avoid frustration and stagnation as the system contracts?

We must link the experience and learning available inside the profession and outside it about the ways to help all kinds of pupils to learn and to give them motivation. At the moment that is widely dispersed between different kinds of schools, further education, youth service, adult literacy programme, alternative school programmes, industrial training, the Open University, the National Extension College, voluntary bodies, and so on. I am not advocating a deadening co-ordination, still less uniformity, but rather life-giving interaction.

We must ensure that whatever emerges as a long term policy for post-school education and training in succession to the fragmented (but very laudable and often successful) efforts of Youth Opportunity Programmes, unified Vocational Preparation and Industrial Training, is consistent with and properly supported by a broad general secondary education diverse enough to be genuinely secondary-education-for-all. The secondary school to 16 could be very different if everyone concerned knew that it wasn't going to be the end of the road for half its pupils, but the beginning of something else for all of them.

John Tomlinson is director of education for Cheshire and Chairman of the Schools Council. This is an edited version of his speech at the annual conference of the Secondary Heads Association on Tuesday.

New moves in campaign to reinstate six teachers suspended from union

Lambeth six given support from MPs

by Richard Garner

Backing the Lambeth six – Mr John Tilley MP for Lambeth Central; John Fraser MP for Lambeth Norwood; and Mr Stuart Holland MP for Vauxhall.

Three Lambeth MPs have called on the National Union of Teachers to reinstate the six union members suspended for their support of last month's day of action against cuts in public spending in the borough.

Both Mr John Tilley, MP for Lambeth Central, and Mr John Fraser, MP other public sector unions when it is in Mr Fred Jarvis, general secretary of the NUT, urging the union to reinstate the six. Mr Stuart Holland, MP for Vauxhall, argued in their support at the disciplinary hearing which led to their suspensions.

The three MPs are among eight Labour MPs – including Mr Tony Benn, a member of the Shadow Cabinet – who have pledged support for the six whose appeals against their sentences are due to be heard at the union's executive committee meeting tomorrow.

Mr Tilley said: "It just struck me as peculiar that a union which is so concerned about cuts in public expenditure should penalize members who do something about it. They seem to have suffered more at the hands of their union than their employers, the Inner London Education Authority.

"If the NUT wants the support of other public sector unions when it is in trouble, then it has got to support them when they are – as was the case in this Lambeth demonstration."

Mr Frazer added: "Quite apart from the merits or demerits of the case, I thought that the punishment was extraordinarily harsh."

Five members of the Lambeth Association of the NUT were suspended from the union for six months and barred from holding office for a further 18 for allegedly inciting unofficial industrial action over their motion supporting the demonstration.

Mr Dick North, an inner London executive member who faced an additional charge of distributing a leaflet during an election campaign for the Inner London Teachers' Association inciting unofficial action, was suspended for a year and barred from holding office for a further 18 months.

He and two other election candidates, Mr Dave Picton and Mr Bernard Regan, were reprimanded for refusing to obey an instruction to withdraw the leaflet although the disciplinary panel hearing found that the leaflet did not infringe union rules.

Union leaders, who have maintained a veil of silence over the affair whilst it goes though union procedures, say the action of the teachers was unofficial since it was not sanctioned by the union's action committee. However, the teachers say they submitted their resolution calling for support for the day of action to the committee in time for it to be approved.

A demonstration is being planned outside Hamilton House, the headquarters of the NUT, in support of the teachers before tomorrow's executive committee meeting.

Lecturer in protest over PE fears

by Bert Lodge

A letter to a head from the Royal Academy of Dancing requesting that a child with ballet potential be exempt from physical education lessons has brought an angry protest from a PE lecturer.

The letter, to a school in the York area, says that for the potential professional dancer it is important that some muscles should not be over developed and there is also the problem of injury to knee, ankle and elbow which could ruin a ballet career.

"Girls in particular, should not take part in heavy training for any sport which tends to develop the upper arm and shoulder muscles. . . . In addition to the above, the current interest in gymnastics has to be curtailed in the case of a potential classical dancer . . . too much gymnastics training can have an adverse effect on the very specialized movement demanded by classical ballet."

In a letter to the latest issue of *Action*, the journal of the Physical Education Association, Mrs Jean Williams, principal lecturer and head of studies in human movement at Trinity and All Saints college, Leeds, describes the suggestions implicit in the letter as "an insult and an outrageous exaggeration." She says that "under no circumstances should a normal human being have to be exempt from school PE on these grounds.

"It makes me wonder what initiated the fears expressed in the letter."

Mr Alan Cooper, artistic director of the academy, said that each year a certain number of scholarships for children between 10-12 were awarded after ballet auditions. "The letters go out afterwards to schools attended by our scholarship holders."

He said that these children would be doing ballet practice besides their timetabled PE. It was as much as they could take. "Most physical education teachers in schools don't understand what goes into a ballet lesson."

Gymnastics was particularly undesirable for the potential ballet dancer. "Girls have to retain a certain feminine line."

Mrs Williams said afterwards that she was unconvinced by the argument. "School PE at that age is so mild. It isn't as though there was anything like weight training. Ordinary school lessons are aimed at normal all-round health and development."

Pledge on assisted places

by Sarah Bayliss

The Labour party in Cheshire is pledged to phase out more than 3,000 paid places at independent schools if it gains control in the county elections next month.

A manifesto produced last week also promises to resist the Government's own assisted places scheme particularly at the sixth form level, to return to the standards held in 1978 prior to spending cuts, to improve capitation and pupil-teacher ratios and to re-think education for 16- to 19-year-olds.

Mr George Ratcliffe, Labour's education spokesman, said this week that places at independent schools cost the county over £2½m. This was twice as much as any other education authority spent in England or Wales.

"It is morally wrong that while our own schools' resources are being cut, the county council is boosting the resources of the independent sector," he said.

Nor was there any evidence that the places were filled by children from poor families. Cheshire's records showed that just 2 per cent of children with free county places came from families with an income of less than £5000. 54 per cent came from families with incomes around £10,000; he said.

Mr Ratcliffe agreed that about 1000 places were filled by Roman Catholic school children and added that the policy would not change towards places for handicapped children.

He condemned Cheshire county council for making reductions – 350 teachers' jobs will disappear in the next financial year – while imposing a 3½ per cent rate increase and gaining about £7½m from the new block grant distribution. He believed ratepayers would pay more to maintain and improve education standards and said that an extra two pence on the rate poundage would have meant no cuts in the coming year. However his group did not intend to raise a supplementary rate if it won control; there were sufficient funds in the balances for their immediate plans.

Although Conservatives have had a substantial majority since 1977 with 56 seats compared with Labour's 10, there was no overall control after the local elections in 1973. Then the Conservatives held 31 seats, Labour 29, Liberals 3 and Independents 3.

Resignation lecturer tells of pottery classes in social studies courses for engineers

The general studies lecturer who last week gave a "resignation lecture" because he was fed up with teaching a boring syllabus while being paid £15 an hour admitted this week that he had taught pottery instead of social studies to some students on a mechanical engineering course.

"The most interesting social studies lesson we ever had," was how one student received it, claimed Dr Evan Rutherford, lecturer in general studies at Derby Lonsdale College since 1968.

Dr Rutherford, 44, plans to make his living from pottery when he resigns this year. "I take my stuff round to the local craft shops. On the experience of the last six months I don't think I shall starve."

Pottery, woodwork, weaving and practical activities are what general studies should be, says Dr Rutherford, instead of courses on the family, urban problems, the self.

"Now outside bodies give orders on what is to be taught – adding compulsory boredom to a situation already bad enough."

He did not feel justified in taking between £13,000-£15,000 a year feeling for 90 per cent of the time he was teaching nothing.

"The basic thing wrong with general studies is that there is so little for the student to do. He usually has a choice of listening to somebody talking, of talking himself, or preparing a written project. He usually just copies ideas imposed from outside."

Dr Rutherford, a bachelor, said what he would like best was to be allowed to leave to take suitable training then return to the college to teach practical subjects. But the college authorities did not look like agreeing to this so he had no alternative but to resign. He would be doing this before the end of April.

With a doctorate from Cambridge in "nuclear politics with particular reference to nuclear weapons," Dr Rutherford agreed he could be much in demand on the lecture circuits at the present time. But with no family to support he was confident he would survive on a tenth of his current earnings.

Mr Jonathan May the college director said this week: "As an academic community, this college realises the rights of individuals to hold opinions and to express them. What Dr Rutherford is saying is his personal view and not that of the college.

"The college has a policy where general studies are concerned and there is a syllabus for each of the courses which has to be agreed with the validating body concerned. We try to listen carefully to the express needs and requirements of industry.

"If Dr Rutherford can gain support for his views and influence the teaching of general studies in this college and elsewhere then that will be a valuable contribution."

Listen with numbers

A Sunday school for maths is going out on Sunday 4 and the producers hope both parents and teachers will be listening in to brush up on their sums.

The series, called *Maths with Meaning*, is based upon 10 years of research by Dr Ruth Rees of Brunel University into how pupils tackle sums and why they sometimes fail.

The results have been rather revealing, she says. Often they get the right answer by the wrong method, which masks their poor grasp of the fundamental principles.

Dr Rees put whole classes into a language laboratory and asked them to do sums out loud with the tapes running.

She found, for instance, that pupils could often multiply 0.9 by 0.9, 0.8 by 0.8 . . . down to 0.4 by 0.4 and get the right answer just by treating decimals as whole numbers and sticking a decimal point in front of the answer. Only when 0.3 was multiplied by 0.3 was their inadequate grasp of place value shown up.

The *Maths with meaning* programmes are peppered with similar examples. "Too many of the problems set in maths do not pick out pupils wrong thinking," says Dr Rees.

She hopes parents will listen in to find out how maths is closely related to everyday life and pass on that appreciation to their children. The programmes are broadcast at 4pm on BBC Radio 4 VHF.

Regulations for helping parents to choose schools decided

by Biddy Passmore

The Government has finally made up its mind on the information local authorities and schools must give parents to help them choose a school. Draft regulations were circulated this week and the final version should be laid before Parliament by Easter.

There have been few changes – and no significant additions – to the list since Mr Mark Carlisle, the Education Secretary, first issued a consultative paper last August. The main concession, already announced in February, has been over the publication of exam results. Whereas the Government previously wanted schools to give both the number of entries and the number of passes, they will now only be required to set the results against the number of pupils in the relevant forms or age group.

Only one year's results, in the form of subject tables, will need to be published, so the past record of the school cannot be traced. Summary tables – set out in last year's consultative paper – will not be required. These changes are all meant to avoid the drawing up of "league tables", a fear expressed by teacher unions. However, they do not satisfy the National Union of Teachers, which is opposed to the principle of publishing exam results.

In addition to results, schools will have to tell parents about their curriculum – including religious and sex education and careers guidance – and tell them if there is setting, streaming or mixed ability teaching. School rules on discipline and uniform will have to be included.

Local education authorities will have to describe their general policy on primary and secondary schools as well as details of admissions and appeals procedures. They will need to give lists of schools in their area and set out their arrangements for school meals and transport.

Special schools are to be included in the new regulations, although they will not have to publish their exam results.

As expected, information about individual schools will only need to be available from the school itself, while general information about an authority will have to be available from the town hall and the public library and will be distributed to the parents of children in their last year before transfer.

Local authorities, teacher unions and parents have until April 10 to propose further changes to the regulations. But the Government will only accept minor drafting amendments at this stage. Ministers are anxious to press ahead so that schools and local authorities can prepare the information in time for admissions to schools in September next year.

'Job prospects are hindered'

Children today feel that more education only hinders their job prospects, according to the Bishop of Bristol.

The Rt Rev John Tinsley, chairman of the Church of England's general synod board of education, says they feel a sense of hopelessness, which begins early on in secondary school.

Writing in his diocesan news, he says a major restructuring of Britain's educational endeavour is needed to help people live with change without falling into despair.

The Bishop blames the speed and unpredictability of changes in technology and patterns of employment for the children's attitude.

An end to the current economic recession will not mean a return to full employment, he maintains, saying: "It is probable that our weeks off may be punctuated by the day on rather than the day off."

Christians are expected "to have the fixities of life which come from living in the perspectives of eternity in such a way that we have a sharp eye for, and can respond to change," he says.

Dons' pay deal

The college lecturers' union, NATFHE, have formally agreed on a 7.5 per cent pay increase and the establishment of a review body to examine the pay and career structure of college and polytechnic lecturers.

Secondary Heads Association conference, Sheffield

Thousands of school leavers opt for social security – not exams

by David Lister

Thousands of 16-year-olds who normally would take examinations in the summer will leave school for good today and sign on for social security because of a change in government rules.

A new anomaly means that pupils aged 16 before January 31 can leave school at Easter and draw £18.50 benefit in May. If they stay on to take examinations next term, under the new rules they cannot draw social security until September.

Mrs Molly Hattersley, president of the Secondary Heads Association said at the annual conference in Sheffield that some parents who knew about the change were encouraging their children to leave.

"There are a lot of parents who need the pound notes," she said. "But these children leaving have a debilitating effect on the rest of the school. The picture could become much more alarming in future years."

SHA leaders have launched a survey to see how widespread the problem is. But they already estimate that up to 10,000 pupils or 3 per cent of the 300,000 age group will leave early and forego the chance of paper qualifications.

Mr David Williams, head of Devizes School, said: "Parents write to me saying they know their children are going to be unemployed anyway so they might as well leave and collect the money. And many parents who do not know about this will become resentful in May when they find out."

A further anomaly is that while children registered to take CSE cannot take the examination once they have left school, O level candidates can leave, sign on for benefit and return to take their exams. Heads say that some indeed are doing this, though the majority of the Easter leavers are registered to take CSE.

Mr Donald Frith: Awful dilemma for heads over new rules, whereas they really wanted children to stay on.

Fears over career prospects

A general worsening of career prospects is a major new anxiety for teachers, Mrs Molly Hattersley, head of Creighton School, Haringey, said in her presidential address.

She said: "The chances of promotion for teachers of junior, middle and senior rank either in their own schools or in others are rapidly diminishing as staffing reductions, amalgamations and closures produce their inevitable results.

"Personal and professional anxieties fed by a climate of uncertainty and frustration are anathema to the confidence and optimism which are essential to good teaching, and no basis for the commitment and imagination which stimulate and feed desirable change and developments."

On the Government's proposal for a one year full time post-16 prevocational course, she said she was concerned that nobody with any specific responsibility for secondary education had had any hand in it or influence on it.

Mrs Hattersley went on to say that the training provided both for existing and potential heads was inadequate, haphazard and often superficial.

This was echoed by Mr Geoffrey Goodhall, SHA president-elect, who said that training was particularly needed to deal with the non teaching unions.

New exam 'will be scrapped'

Mr John Tomlinson, chairman of the School Council, predicted that the proposed 16-plus examination would be scrapped within ten years and replaced with a system of pupil profiles and assessments by teachers.

He said that some employers already seemed to prefer pupil profiles. The merger of CSE and O levels into the new 16-plus is expected to take place in 1985.

Cuts: Mrs Williams recalls simple arguments

Cabinet ministers cannot understand why the education budget cannot by cut back to the same extent that pupil numbers are falling, Mrs Shirley Williams, former Labour education secretary and one of the founders of the new Social Democratic Party, said.

There were likely to be more attempts, she said, to cut education spending, and Mr Carlisle no doubt faced the simplistic arguments from his Cabinet colleagues that she had faced from hers.

"Time and again," she said, "I encountered in the Cabinet the simplistic argument that you have got 10 or 15 per cent fewer children and therefore you can take a 10 or 15 per cent cut in the budget." She said teachers and politicians must find more illuminating ways of getting across that you cannot cut back bits of a teacher.

Mrs Williams said that with the new cuts in higher education life would be much tougher for sixth formers trying to get into universities and polytechnics. The cuts coincided with the largest single generation trying to enter higher education. Heads faced the dilemma of whether or not to advise bright youngsters to stay on and possibly not get a place or to take a job that might be available now and not available later.

She said: "I feel desperately sorry for the generation of the bulge." They had been cheated at every turn, overcrowded primary schools, desperately-reorganizing secondary schools, teachers who came and went, and now they had reached the sixth form, cuts in minority subjects and specialist teaching. In addition there was a 25 per cent cut back in apprenticeship this year. "Unless we are very careful we will look at a half lost generation.

She called for "curriculum compromises" to meet the needs of employers, for example the teaching of both traditional and modern maths. "Many employers don't know how to cope with many of the things you are teaching today," she said.

Mrs Williams hit out at Mr Enoch Powell's recent speech on immigration, calling it irresponsible. "I believe," she said, "that this country has greatly benefited from the number of Jewish immigrants that came here in the 1910s, 20s and 30s. While this country clearly cannot absorb an unlimited flow of immigrants we can benefit from the motivation and determination of our Asian population and from the sense of rhythm and excitement and happiness of our West Indian population if we only allow them to make the contribution that they can."

When she was challenged later by a headteacher that attributing a sense of rhythm to West Indians could be interpreted as a racialist remark, Mrs Williams apologized and said she was referring only to an attribute that that minority had and others had not. She was in no way suggesting that it was their only attribute.

Mrs Shirley Williams: "Many employers don't know how to cope with many things you are teaching today".

Reminder for all-white audience

The 350 strong audience of headteachers was reminded that there was not a black face among them by Professor Alan Little of Goldsmiths college, when he addressed the conference.

If the audience were all male or all female there would be ripples, he said. But there were no ripples about the fact that it was all white.

He said insufficient attention had been paid to multi-ethnic education and the dramatic change in the make up of the pupil population.

"Education officers go grey about school closures. But I do not know many who go grey about the needs of West Indian pupils," he said.

'Make strong effort to appoint teachers of shortage subjects'

Heads and local authorities were urged to make stronger efforts to appoint teacher who have been on training or retraining courses in shortage subjects by Lady Young junior education minister.

She said the progress made on the new retraining courses could be put at risk and potential students deterred if new teachers of shortage subjects failed to get jobs.

"I fully appreciate the financial constraints facing education authorities," she said. "I do nevertheless implore them to take full advantage of this year's increase in the supply of these teachers.

"I also ask them, and you as head teachers, to examine closely the balance we now have beween qualifications in shortage subjects and teaching assignments, and to consider whether this is the best that can be achieved within the resources available."

Public libraries 'Cinderella' service

Public libraries have become a "Cinderella" service with local authorities cutting funds allocated to libraries by as much as 30 per cent or 40 per cent in real terms, according to a pamphlet published by the National Book Committee.

Lord Roll of Ipsden, its chairman, had written to every chief librarian and chairman of a library committee urging them to "maintain and improve the levels of book provision for this most important and highly appreciated service".

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Overseas fees policy runs into storms

by Hilary Wilce

Britain's tough policy on overseas student fees is getting increasingly battered by the stormy seas of international relations.

The latest small dent in the policy of charging overseas students the full economic cost of their courses comes from the direction of southern Africa, where at a recent international Zimbabwe aid conference in Salisbury, Lord Soames pledged £5m of British government funds towards the cost of higher education for Zimbabwean students.

This goes some way towards reviving the special training programme set up for Rhodesian students after UDI was declared in 1965. The programme was due to be wound up over the coming year, but the new allocation of funds – part of a £25m aid package – will allow many of the 870 Zimbabwean A-level students now studying in Britain to continue their education here.

A further £6m will be needed to support all the 300 students who are expected to want to stay here, but this money is likely to be made available from the £75m of British aid given to Zimbabwe on independence.

The £5m donation follows a number of small but obviously apologetic gestures on student fees made towards Third World countries already this year.

Last month the Government announced that £6m of aid funds would be made available for new awards to students and trainees.

Boyson's model head teacher

by Biddy Passmore

The days when all you needed to be an effective head was intellectual ability, long experience and great ability as a teacher were long past, Dr Rhodes Boyson, junior education minister, said in Oxford at the weekend. A good head now needed to be an effective leader and a good manager of resources – including people – with a gift for public relations.

Giving the Joseph Payne Memorial Lecture after a presentation ceremony of the College of Preceptors, Dr Boyson said selection boards now looked for evidence of some specialist training for headship, either full or part-time. He welcomed the idea that ordinary teaching qualifications were not enough for this high office – but he wanted to see more converts to it.

Heads of large schools should remember that they spent considerable sums of taxpayers' and ratepayers' money, Dr Boyson said. A group 11 secondary school usually had an annual budget of around £1 million. If the value of the investment in the training of its staff was added, the figure could be near £10 million. "Studies of school performance have shown that good management and supervision by heads and senior staff can increase substantially the return from a given input of resources", he said.

Dr Boyson, who was headmaster of Highbury Grove School before entering Parliament, said his experience at that school enabled him to assert confidently that locality and intake could not be used as excuses for the results of ineffective leadership at the top. "A good head can work wonders in a deprived area, a bad head can fail in a favoured area", he said.

Dr Boyson welcomed the Campaign for the General Teaching Council, started by the College of Preceptors. Education ministers were greatly encouraged by the support that existed in England and Wales for a council, he said.

Closures: students to 'create clamour'

A tough campaign to fight the cuts in further and higher education was pledged by Mr David Aaronovitch, President of the National Union of Students, in his opening speech to the union's national conference in Black pool this week.

"We must help to create an alliance for education that will make such a fuss and create such a clamour that governments are forced to listen", he told delegates. Students must be prepared to take over college and university departments threatened with closure, he said.

"We must challenge the fatalism of the vice chancellors . . . the buck passing of the poly directors and the sectionalism of some education unions", he declared.

"If colleges are going to talk realistically about closing faculties or departments, then we must be in a position to go in and take them over".

The NUS has already started talks with the Association of University Teachers on the feasibility of running university departments temporarily as worker co-operatives but Mr Aaronovitch admitted last week that the lecturers had reacted sceptically. Talks with the other unions concerned are to begin after the conference.

The NUS president had earlier made a bitter attack on Mr Mark Carlisle, the Education Secretary, accusing him of allowing education to take the "lion's share" of the cuts. "Despite being an affable man he is proving to be the biggest disaster that we ever had at the helm of the DES" he declared.

He challenged Mr Carlisle to resign if he was genuinely concerned about what was happening in education. "Resign publicly", he pleaded, "and give us a replacement who, wet or dry is more than just a Treasury puncbag".

Crisis ignored: The crisis in public sector higher education is going unnoticed in the wave of attention focused on the schools and universities, the college lecturer's union said last week.

Mr Mick Farley, Assistant Secretary of the National Association of Teachers in Further and High Education, told union members at a meeting in Portsmouth Plytechnic that between 1980 and 1982 higher education in the public sector would suffer a proportionate cut in grants five and a half times greater than that suffered by the universities in the same period.

In absolute terms, he said, the public sector cut of £35m over the two years was three times bigger than the university cut of £18m. "Yet another retreat from the Government's avowed policy of parity of treatment for both sectors of higher education", commented Mr Farley.

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Reactions to 'The School Curriculum' have ranged from relief to scorn

Bland document seen as exam indicator

by Bob Doe

The School Curriculum, the Government's less prescriptive version of what all schools should teach has been received with a mixture of relief and scorn. But the retreat from earlier plans to set down minimum amounts of English, maths, science and languages is seen by some as the signal that the Government has abandoned attempts to influence the curriculum directly in favour of control through the new 16-plus exam system.

Though privately few of the educational politicians seem to believe the Government's exhortations will carry much weight in schools, there is a distinct reluctance to say so in public, which is perhaps a comment in itself on the prestige of the Government's curriculum views.

"A wet blanket with no teeth," was one anonymous description. The heavily ironic "a triumph for democracy" and "now is the time for a futile gesture," were other off-the-record comments. The Assistant Masters and Mistresses Association made no secret of its "combination of the blindingly obvious and the obviously blind."

One local authority leader, when asked for a comment on the document on the day it was published, said it was not important enough to set aside other work to read it, though both local authority associations dutifully sent out statements welcoming it.

Some doubts have been voiced about what the document's blandness portends. Some exam chiefs believe it means the Goverment will seek instead to control the curriculum through the national criteria being drawn up for the new 16-plus exam.

The question of a group certificate covering exams in several core subjects is expected to be raised again. This was on of the possibilities suggested by the Department of Education and Science during the great debate.

The DES confirmed this week that the group certificate idea was very much in ministers minds. They had not wanted to complicate 16-plus development work with it at present but were anxious to ensure that the new 16-plus exams were compatible with a group scheme.

Mr John Tomlinson, chairman of the Schools Council made a speech this week warning about increasing central control of education (see page 4). He said that education ministers would have the final say on the 16-plus national criteria.

This suspicion apart, *The School Curriculum* seems to have been received within the council with some relief. This was partly because of the three favourable references to the council in the document – a distinct change from the 1976 secret "Yellow Book" that led to the great debate and severely criticized the council's performance.

This is of some significance at the moment. The council's work is again being reviewed by the Government and Mr Tomlinson made it clear that he fears the DES may take over control of the council.

There has been little reticence shown when it comes to commenting on the document's reference to resources and how there are to be few extra. That "begged the only question that must be answered" said the AMMA.

Not all reactions were critical, however. The Association of County Councils welcomed it as "commendably brief, simple and balanced as it recommends the curriculum should be."

Mr Alistair Lawton, chairman of the ACC education committee, said, "The curriculum statement must be a great deal more welcome than its predecessor. The DES has clearly listened to the comments which the ACC and others made and has drawn widely and usefully on HMI experience."

Limited resources affected what schools could do. "The paper recognizes these limitations but within the constraints it suggests a sensible appraisal of work in schools."

The Professional Association of Teachers liked the document, "especially its emphasis on the need for children to be provided with a style of moral education which encourages tolerance."

But the PAT do not like the circular that will follow commending *The School Curriculum* to schools and announcing a review of local authority curriculum policies in two years' time.

"This form of education by government edict is entirely new and presents a grave challenge to the professional judgement of the teachers," said Mr Peter Dawson, PAT General Secretary.

Joint study on science to cost £½m

Up to half a million pounds is to b spent to investigate science educatio and the new science for all cours foreshadowed last week by the Go ernment's curriculum document.

A joint project funded by the D partment of Education and Scienc the Association for Science Educatio and the Schools Council is expected t be announced soon.

The School Curriculum documen raised queries about fitting science an foreign languages into a broad, com mon curriculum. Further curriculu development work was required i these two areas and the paper made clear that ministers would take respon sibility for its pursuit.

In fact, none of the questions raise about languages and science in comprehensive curriculum was new The same questions about language were brought up in an HMI paper i 1977, and for years the Association fo Science Education has made the same points about science for all, and lon long been pressing for more School Council action.

Both the ASE and the Inspectorate recognizes that the study of all three sciences, as backed by the Govern ment, means some form of integrated science for most pupils.

The ASE this week welcomed Gov ernment support for its views. But it is concerned that the way new 16-plus examinations are being drawn up a present militates against the sort o reforms in science education, sug gested.

A statement issued by the ASE thi week agreed with *The School Curriculum* that many science syllabuses were overloaded and out of date. However it criticized the lack of foresight and consultation of the groups of exam boards now drawing up new syllabuses for the common 16-plus exam.

The ASE claims that instead of taking an opportunity to reform ex ams, the groups of boards are jus cobbling together common element from three or four existing syllabuses.

Mr Richard Turner, ASE assistant general secretary, said the existing integrated science courses were being seriously devalued and little account was being taken of new developments in science education. Syllabuses were being made less interesting with more facts and less about the process of science. Industrial aspects of science were being overshadowed.

He believed this was largely a result of the brief given to the boards to produce the new syllabuses swiftly. One exam board chief also questioned this week the sense of drawing up national criteria for exams in separate sciences when interdisciplinary science was being suggested.

In its response to *The School Curriculum*, the ASE also emphasized the need for more laboratories and better qualified teachers. It would like to see more help given to biology teachers asked to teach chemistry or physics and questions what the "highest priority" in-service training suggested for science amounted to when such training was virtually non-existent.

The Modern Languages Association was also pleased with the inclusion of foreign language study in the core curriculum though it would have liked the Government to have gone beyond the "two or three years of language teaching" minimum and make it part of the core for all up to the age of 16.

The Government's proposals would keep modern languages in the options and the imbalance between the sexes amongst those studying languages would continue.

The MLA welcomed the suggestion that local authorities should sort out with schools which languages they should teach as a move towards the diversification of languages taught and an end to the dominance of French.

Language teachers suggest that in careers education much more emphasis should be placed on the job value of one modern language for use at draft level and above.

But even these modest aims would remain pious hopes unless more money for resources and initial and in-service training was made available.

CLEA plan for polys and colleges

by Biddy Passmore

Officials of the Council of Local Education Authorities were busy this week drafting a local authority alternative to the Government's plans for polytechnics and colleges.

At a CLEA meeting last Wednesday, councillors unanimously condemned a scheme drawn up in the Department of Education and decided to submit its own. The DES plans would remove from local authority control the institutions providing most of public sector higher education and place them under a national grants committee, with no guarantee of l.e.a. representation.

Instead, the local authorities favour a body "predominantly representative" of the l.e.a.s, to plan, co-ordinate and rationalize all higher education courses in the public sector. It was agreed last Wednesday that the funding for the body should come not from central government – as it would under the Government's scheme – but from a levy on local authorities.

CLEA's rival scheme should be complete by the end of next week and will then be submitted to Mr Mark Carlisle, the Education Secretary. The local authorities hope to influence ministers' thinking before any irrevocable decisions are taken, although DES officials are still pressing ahead with the first draft of a consultative document, based on the leaked proposals.

In a confidential paper drawn up for discussion at last Wednesday's meeting, the idea of establishing a central body dealing only with polys and major colleges education was discussed. But CLEA now favours a body dealing with advanced courses in all 420 institutions, chiefly because of the difficulty of drawing the line between "major providers" and the rest.

On funding, CLEA's scheme is expected to propose a modified "pooling" system with the contributions to the central pool based on the number of students.

CLEA's scheme bears a striking resemblance to the recommendations of the Oakes Report of 1978 so it is not thought to stand much chance of changing current thinking at the DES. TUC opposes plans: The General Council of the Trades Union Congress has expressed opposition to the Government's leaked plans for a national body in public sector higher education, writes Sarah Baylis. It claims that the proposals would create an artificial division within further and higher education.

The TUC has its own proposals for a national planning body to cover all further and higher education.

Cowley's most famous son returned home to teach English and lead the league

Ray's kind of rugby

by Bert Lodge

Try to find out the size of the grey-toppered gate at the Eton versus Harrow match last summer, and a toffee-nosed colonel at Lord's informs you the answer will be disclosed only if you apply in writing giving the reasons for your inquiry.

Try to find how many watched Cowley play neighbours West Park – two council estate-fed comprehensives – at rugby last season, and all St Helens wants you to know.

"We reckoned there were about 2,000 round the touchline," said the local constabulary with detectable pride. "It needed one or two of our chaps to control the traffic." This for a school game on a soddened Saturday afternoon in February with the rest of the weekend sportsfest competing for spectators.

West Park dads and brothers were hoping to see their team score a try at least. Not any try – *the* try, the first one against Cowley by anybody, all season. But they were disappointed. Nobody crossed the Cowley line last season. The first XV of this 1,300-pupil mixed school played 22 games, won them all, scored 714 points and conceded only 36.

"That's nothing to write home about. If you're constantly unbeaten then your fixture list isn't strong enough."

The speaker could have been the disappointed master in charge of rugby at West Park. It wasn't. It was the should-have-been-pleased master in charge at Cowley, Ray French. But he did concede the season had been good and the side the best he had been associated with.

"This is a rugby town," he said, carefully steering away from himself a rationale for why Cowley is such a mighty rugby school. "It's funny. Here we are halfway along the East Lancs Road with Liverpool at one end and Manchester at the other, both soccer-mad cities, but you won't see many soccer pitches in this town."

St Helens and rugby and Ray French are a fusion. He was born in the town, went to Cowley, played for the school, played for St Helens rugby union club, turned professional and played for St Helens rugby league club and, as soon as he could, got back to Cowley to run the rugby there. He has never lived anywhere else.

Oh, yes he did play a couple of other sides – England at rugby union and Great Britain at rugby league, one of the very few players to get an international cap in both codes.

Twenty years ago – the determination is there, but French suffers a heavy tackle as he tries to break out of defence during St Helens v New Zealand match Knowsley Road, St Helens, 1961.

So, plenty of enthusiasm in the town, plenty of experience in the coach. What more?

"Enthusiasm right throughout the school. We run 12 school sides from the under-12 to the first XV. And the under-12s go on tour like the others. At least 20 members of staff are involved in the rugby at Cowley; not just coaching but accompanying teams away, catering, designing posters in the art room. There's more work off the field than on.

"Quite a few of the chaps who coach teams are themselves Old Cowleians. But you must also have a head who backs you. It's a tradition here. One I worked under, Walter Wright, thought nothing of helping with the washing up after a junior game.

"Mind you, finance is becoming one of the biggest problems. No local authority today will pay coach bills for 50 mile away fixtures. We have to raise about £5,000 a year independently. I had a bingo session last night."

Actually 50 miles is parochial on the Cowley itinerary. Their teams have already toured in South America, Canada, France and this summer 30 boys will tour Australia for a month. The plans were laid two and a half years ago when the first penny was banked of the £32,000 the tour will cost.

Just as many foreign schoolboy teams come to Cowley because it is French's principle that touring sides should be hosted by their opponents.

What is the opinion of this man who 20 years ago abandoned the union game precisely to play in leagues?

"I wouldn't like to see leagues for schoolboys. You should be able to go about the country and play who you want. The sport is part of their education. There is enough competition already. Schools know how they stand in relation to each other."

Anyone not knowing that part of Lancashire cannot appreciate how revolutionary this sounds. League is the first game boys learn with its different rules and less emphasis on scrumming and more on handling.

Moreover, this man who left the amateur game to join the professionals hopes rugby union will always stay amateur. He does not forget the shockingly unsentimental way in 1967 the directors of his native town club suddenly transferred him to another after five seasons.

When he retired four years later, French wrote, "The game had become a chore and was no longer a source of enjoyment."

So Cowley's most famous son returned home though not, as is so often assumed, to the school's physical education department.

Thirty-one periods a week in the classroom means he keeps close to his favourites, Chaucer and Marlowe. "I like Marlowe. The blood and guts and intrigue."

Sounds like an ordinary afternoon in the front row.

Welsh children are being taught the dangers of litter by unemployed teachers

Off the dole in one clean sweep

by Richard Garner

Unemployed teachers are being paid by the Manpower Services Commission under a scheme costing £250,000 this year to go into the classroom and help teach children about their environment.

This year, a total of 63 teaching posts will be financed from the scheme which has already helped more than 100 teachers during the past couple of years. Those on the course must have been unemployed for at least six months and finished their training.

The scheme, which is at present running in Wales and various parts of the north of England, is the brainchild of the Keep Britain Tidy Campaign, which hopes it will soon be extended to other parts of the country.

The campaign has produced special learning kits for junior, middle and infants, schools and hopes to move into comprehensive schools in the near future. All are designed to make children more aware of their environment.

Teachers who join the scheme are paid the basic minimum salary under the Burnham agreement and the plan has been given the backing of teachers' unions – even though some of those on it have qualifications which could earn them higher salaries.

Originally, it was planned to offer the teachers the maximum they could receive under STEP (the Special Temporary Employment Programme). However, after objections from the unions that this would give them £13 a year less than a teacher's minimum salary, it was agreed they would also receive £1 a month expenses.

Mr Ian Eldridge, the executive director of the Keep Britain Tidy Group, said: "Many of the teachers we've employed have been offered full-time work during the time they've been with us and, of course, we're delighted when they accept such posts."

Mr Raymond Jones, Director of the Keep Wales Tidy campaign with his team, from left to right: Helen Sweeney, teacher, Christine Williams, personal assistant to Mr Jones, Clare Davies, project controller, Allyson Fear, teacher, Paul Slocombe, YOP clerk and Gwenda Williams, typist.

He said the scheme was operating throughout Wales and in various parts of the north of England – sometimes through local education authorities but more often through the Manpower Services Commission. Areas where it is at present in operation include Northumberland, Tyne and Wear, Manchester, Wigan, Rochdale, Oldham, Bolton, South Humberside and South Yorkshire.

Mr Raymond Jones, Director of the Keep Wales Tidy campaign, said: "It gives young unemployed teachers a first-class opportunity of working within their chosen profession when they would otherwise be on the dole.

"We had 26 teachers on the first scheme and our turnover rate was such that we employed one and a half times more than that number. We lost them all except two during the year – and they either found long-term temporary employment or permanent jobs.

"There was a greater difficulty the following year – when we had 36 – in finding alternative jobs. 21 of them found substantial temporary employment or permanent jobs but some of them frankly went abroad because they couldn't find jobs here."

The teachers visit a series of schools during their time on the course – helping classroom teachers to prepare lessons designed to make their pupils more conscious of the environment.

Some imaginative work has already been devised in connection with the scheme – with some teachers inventing their own "litter" games and others organizing trips to local beaches or around the centre of Cardiff to point out the dangers of litter and rubbish to children and explain how best their environment can be kept tidy.

One of the teachers employed under the scheme, 22-year-old Allyson Fear, who is visiting a number of schools in the Rhymney Valley area, said: "I looked for teaching jobs after I qualified last summer and there was absolutely nothing.

"I got very, very disillusioned with the whole thing. I even went to a nearby infants' school and asked them if there was anything I could do – even without being paid – it was so bad."

Helen Sweeney, also aged 22, who is teaching in Port Talbot, added: "I had been teaching in Wigan for a time and I was quite prepared to move away but – even though I've been looking all the time I've been on the scheme – I haven't found anything."

A spokesman for the National Union of Teachers said: "We were concerned that originally they were planning to pay teachers what amounted to 25p a week less than the rate for a teacher at the bottom of scale one. However, they then agreed they could have £1 worth of expenses a month."

Primary ratios plan sparks protest

by Biddy Passmore

A working party of Oxfordshire councillors has produced a report proposing the closure of all but five of the county's nursery schools. They should be replaced by nursery classes attached to nearby primary schools it says, at a saving of about £110,000 in a full year.

But a heated row has erupted over an important feature of the plans: to worsen staffing ratios beyond Government guidelines, probably involving the loss of 16 staff. At present, most of Oxfordshire's nursery schools have a ratio of 10 pupils to every nursery nurse or teacher and nursery classes have 13 – the levels recommended by the DES. But the plans now are to worsen the ratios to 13:1 in schools and 15:1 in classes.

The Oxfordshire Campaign for Nursery Education, which last year fought and won the battle to keep nursery education alive in the county, has written in protest to Mr Mark Carlisle, the Education Secretary.

Mrs Penny Stern, the campaign's press officer, said many nursery staff would refuse to teach the proposed ratios.

There is no immediate pressure on Mr Carlisle to reply. The working party's proposals will not go to the schools subcommittee until May 29, safely after the local elections.

Dossier of racism

A London teachers' organisation committed to fighting racism is compiling a dossier on the number and frequency of racist incidents in schools.

All London Teachers against Racism and Fascism (ALTARF) is asking for examples of how schools have responded to such attacks and incidents. The findings will be published with a set of guidelines which schools can use as a basis for discussion and action.

The countdown has begun on Britain's first educational satellite. Bob Doe reports

Schools' space lab given the signal

Schools may soon be tuning in to Britain's first ever educational space satellite which is due to be launched this summer.

The countdown has already begun at the University of Surrey, Guildford, where they are racing against the clock to get it finished, flight tested and shipped to America for blast-off.

Designed specifically with schools and radio hams in mind, the satellite will be put into a polar earth orbit free of charge by the North American Space Agency (NASA). It is to ride piggy back with one of NASA's payloads from a California launch site, either in July or September.

Already 40 schools are interested in tracking the new satellite and listening in to its radio transmissions. It will beam back to earth information in morse code and synthetic voice forms on the satellites' condition, the earth's magnetic field, solar radiation and the behaviour of the outer atmosphere.

Schools will be able to pick these up on simple VHF radio receivers costing as little as £50.

A camera will take snaps 300 miles square of the earth's surface. Schools will be able to see these on ordinary television screens provided they are connected to a special black box costing about £150.

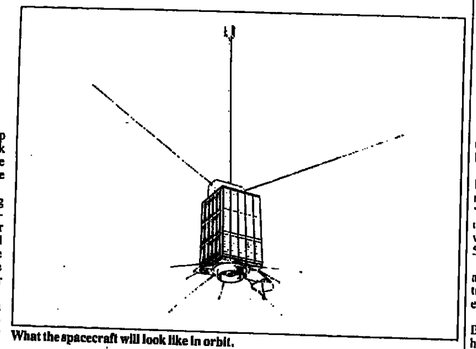
Schools, will not have to clutter up their football pitches with Jodrell Bank sized aerials. A simple crossed dipole costing about £5 to make will be quite sufficient.

The experiments aboard this flying school laboratory include a magnetometer identical to that sent to Jupiter and Saturn. It is claimed they could allow amateur observers to make the same kind of contribution to space research as they do to ornithology or astronomy.

The Surrey team led by Dr Martin Sweeting has built the satellite, complete with in-flight computers, power systems, aerials and research probes on a shoestring budget of £100,000. That is one hundredth of the £10 millions a commercially-built equivalent could have cost. They have managed this with the generous help of industry and other university enthusiasts and by scrounging and using cheaper components.

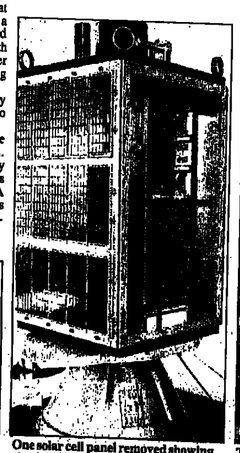
The Surrey space-lab has already been flown to the USA and back to check that it fits the launch rocket.

The use schools will be able to make of it depends on their own enthusiasm. It will be a vivid demonstrator of many physical principles and applications from mechanics to micro electronics. A handbook will be available for schools telling them how to make full use of it.

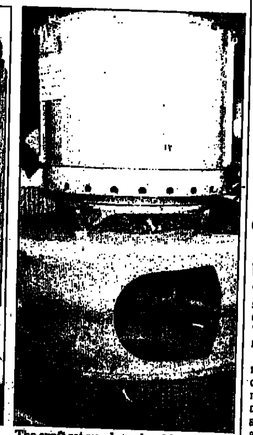


What the spacecraft will look like in orbit.

The assembly stage. Left: Mr Steve Greenland, one of the project team, and Dr Martin Sweeting, project manager.



One solar cell panel removed showing circuit boards.



The craft set on a launch vehicle.

Jobs in education down by third

Unemployment among teachers, school cooks, caretakers, and other educational workers has increased by more than a third in the last year, according to new figures from the Department of Employment.

Last month just under 40,000 people who work in education in some capacity were registered as unemployed, compared with just under 30,000 exactly a year ago. The biggest increase – of 38 per cent – has been among men, 19,341 of whom are now out of work.

The figures are only a rough guide however. They do not include many married women who do not put themselves on the register.

Department of Employment Gazette March 1981 £2.00.

Authorities employ fewer architects

Over 90 per cent of local authorities including the 105 providing education in England and Wales, last year cut down on the number of architects they employed, says a survey from the Royal Institute of British Architects.

Out of 288 authorities surveyed, 282 plan to reduce their architects' departments this year.

"The consequences for school buildings are very serious," a RIBA spokesman said. "Instead of the £300 million the DES estimated should be spent annually on school building renovation alone, only £130 million was spent last year."

There was little sign of any improvement, a spokesman said. This was a serious threat.

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Rupert Wearing King

Rupert Wearing King, whose death at 69 was announced last week, will be remembered as the inventor and protagonist of the sixth form college. Together with his chief inspector of schools, E. J. Weeks, he suggested to Croydon in the early fifties that such a college would provide the best way of supplying good and varied sixth-form teaching to the 16 to 19s.

In its day, this proposal was original, almost revolutionary, and it aroused both keen enthusiasm and bitter opposition. It was rejected by Croydon education committee, largely after an adverse report by M.L. Jacks of the Oxford University Institute of Education. But the idea has remained alive and today there are more than 90 sixth form colleges within some 40 l.e.a.s. It is ironical that Croydon, in its 1981 plan, envisages the establishment of three such colleges.

Wearing King was one of the band of innovative administrators of the inter-war years who were fired by the enthusiasm which had produced Henry Morris, Roger Arnfelt and Sir Alec Clegg. An able, commonsensical, economical and humane administrator, was quick to grasp the essentials of a problem: nimble and resourceful in committee; and capable of generating enthusiasm among his staff.

Stocky, tough, a good rugby player in his youth, he also had an abiding interest in the theatre and particularly the ballet. He relished family life in the country. I can remember our struggles "mucking out" under the post-war pig-raising scheme, when a group of us shared a house in Kent with Wearing's sister, the novelist Ruth Adam, her husband Kenneth Adam of the BBC, and their children. For me, he was always a good companion: our annual pilgrimage to the Varsity match at Twickenham was a pleasure for 30 years.

Sadly, illness overtook him and he retired early. But with typical neatness he then summarized his chief achievement in *The English Sixth Form College – an educational concept* (Pergamon Press, 1968). He leaves a wife, Cynthia, and a son, Bevis.

RICHMOND POSTGATE

Days away for primary children

Seven small primary schools in rural Cambridgeshire are taking part in a new educational venture called the "Away Day Project". Children from seven to nine, choose two projects from the eight available.

The projects include a magnetism workshop, with a visit to a nearby scrapyard to see a big electro magnet moving metal, and a rocks and fossils workshop.

"The projects each last two hours" said Mrs Ann Holt, who is coordinating the venture. "They have all been designed so that they can be followed up with more detailed work."

The new people involved are the advisory teachers and specialist staff who will be leading the project and the children themselves. Said Mrs Holt: "The children all come from small schools where they meet only one or two teachers and relatively few other children. One of the benefits of the 'away day' is that children from different schools will be mixed together."

'No cover' action set for jobs cut

by Richard Garner

Teachers in Birmingham are set to mount industrial action in schools next term against cuts in the education budget.

The National Union of Teachers' Birmingham branch has asked the NUT national executive for permission to take "no cover" action from the beginning of next term if the council goes ahead with cuts of £3 million, and the loss of 500 teacher jobs.

An action committee of all teachers' associations in the city has already distributed leaflets in the city centre explaining their position.

Mr Tony Miller, press officer for the Birmingham NUT, said this week: "We have been assured that there will be no redundancies but we feel there will be delays in the filling of vacancies as well as an increase in premature retirement. The action would mean that we do not cover for colleagues who are absent for more than one day.

"There would be a ballot of all members, then we would start the action in the primary schools first. It means that classes could be sent home."

New Bill to include 'named person'

by Diane Spencer

The Government has conceded to pressure from its own side as well as the opposition's and is allowing the "named person" to be included in the new special education Bill.

Dr Rhodes Boyson, junior education minister, also promised the standing committee last week that the Government would reconsider an opposition amendment to give parents the right to see all professional reports after an assessment of the child had been made.

Mr Frank Field, one of Labour's education spokesmen, said the named person would have four functions. He should act as a friend to parents, he should promote the child's interests, he would be a guide to the available services and he should have total access to professional records and should decide what form the information should be given to parents.

Mr John Hannam, Conservative MP for Exeter, who proposed the successful amendment, pleaded for a flexible framework as to who should be nominated as a named person.

But he should not be a shadowy figure at the end of a telephone. Ideally, he should be someone from the professional team and become a friend of the family.

Dr Boyson said the Government did not think the nature of the person could be spelled out in legislation as at different stages of a child's development it could be a different person – the head teacher then perhaps the career's master the baton had to be passed on.

Under pressure from his own side, Dr Boyson also promised to look again at assessment procedures for children under two years old. At the Report stage of the bill he said he would try to give more power to parents to ask for their child to be examined by specialists, as with some handicaps it was vital to start some form of education as early as possible.

Places to go

The Government planned to take out of use just over a third of the three million school places expected to be spare by 1986, Mr Mark Carlisle, the Education Secretary, has announced.

Speaking to the North West Confederation of Head Teachers in Stretford, he said this would leave local education authorities with almost two million surplus places, leaving them with a wide measure of flexibility and spare capacity for use when the school population began to rise again.

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School to work

A grant from the EEC and the Department of Education means three schools in Sheffield can pioneer a project to help less able prepare for working life. Philip Venning reports

A giant step to a job

A tiny fraction of the millions of pounds Britain pours into the EEC every year is now trickling back to benefit the education system. Since 1978, three schools in Sheffield have been able to push aside some of the day-to-day pressures and concentrate on improving the way their least able children prepare for adult working life – thanks to a grant of more than £100,000 a year from the EEC and the Department of Education.

In practice the schools are pioneering courses which, at times, come within a hair's breadth of "preparation for unemployment" courses, though the schools vigorously deny they are doing anything so negative. But whatever the labels, the project has already proved that, with only a little extra teacher time, schools can dramatically improve what they offer their most disadvantaged pupils. And there are also benefits for all school leavers.

The Sheffield project is one of 65 experiments in the broad area of transition from school to working life that the EEC is funding throughout the community. Each project is different, but the closest parallel to Sheffield is at Clydebank in Scotland. In England schools in Inner London and Bradford are part of the same national programme, backed by a research team under Professor Alan Little of Goldsmiths College.

The special feature of the Sheffield approach is its decision to concentrate on producing more appropriate teaching materials and methods for the last able children, seeking as much outside help from employers and other agencies as possible.

This may sound slightly stale – a warmed up RSLA leftover, little different from any other conscientious school-industry transition scheme. But its scale, coherence, and the degree of commitment by the schools, put it in quite a different league. The active support of the education committee has also been important, not least in seconding a senior inspector, Mike Smith, to be the project's director.

But what distinguishes the project from any other curriculum development venture is the £100,000 a year from the EEC and DES.

This pays for a central team of director, secretary, and two researchers, as well as an extra careers officer and educational social worker who devote all their time to the three project schools – Hurlfield, Park House, and Herries. There is also an associate school, Earl Marshal. But the kernel of the Sheffield approach is that the extra cash enables each school to employ one more full-time teacher, with secretarial back-up. This is seen as a vital way of freeing other staff in the schools to do the curriculum development and take part in in-service training.

"Given an extra teacher schools are disproportionately willing to release people, and this produces a net gain of far more than one teacher," said Mike Smith, the director.

Each school has been working on a roughly similar package of courses, which are designed to tell their pupils about the world they will soon enter, and equip them with some simple skills and basic survival techniques (such as learning their way round Sheffield).

One of the main differences is the extent to which they single out a target group of low ability children to take part. Some teachers feel strongly that labelling children is undesirable and counter-productive.

Hurlfield School, like the others a special priority school drawing children from areas of high unemployment and disadvantages did decide to identify about 90 children out of its fifth year of 250.

These children are offered a series of 10 week courses, under the general heading social studies, timetabled so that each pupil takes all eight units by the end of the year.

These units are on industry (a case study of a local firm), geography, careers, art (a study of the local environment), health education and home economics, religious education (which looks at issues like smoking and drugs), and leisure education. In addition there are year-long courses on photography, child care, traffic education, as well as linked courses in electronics and motor engineering with the local college.

The photography course, only possible because the project paid for expensive equipment, has been a particular success – children have been encouraged to photograph and write about their families, neighbourhoods, and what different jobs entail. The school even made a small film which followed the progress of a school leaver getting up in the morning, going to his first job at a factory, and showing what starting work actually involves. This course, and the child care one, have now been added to the options for all fifth year pupils, so they will survive when the project ends.

To some extent the project merely pulled together work that was already going on or was in the planning stage. The geography unit, for example, was merely given a fillip "But the industry course is something we had long wanted to do, which the project has now allowed," said Steve O'Hara, a teacher closely involved in the scheme.

Hurlfield School has a youth centre among its buildings, and the project group spend some time on a formal leisure education programme. "We aim to put across the message that there is no need for someone to be bored," says Brian Standing, head of the centre. The children often have little idea of what is available, and a range of interests restricted to watching television and football.

A series of visits and written work is aimed at opening their eyes to what they could be doing with their time. The visits also allow a little informal social education, which is in many ways more important for many of these children from deprived backgrounds.

Mr O'Hara admits that so far the young people have left the project knowing little more in the way of facts – its main effect was social development. "They left school confident, well aware of what was waiting for them. If you can do that for children of this ability, you really have achieved something."

The project has also had value for the rest of the school. According to Peter Cox, the Hurlfield head, what they have learned about organization and curriculum content will be useful throughout the school.

Park House school, on the border with Rotherham and in the steel heartland, was already working on ways of making the fourth and fifth year curriculum more relevant to working life when the EEC project gave it a tremendous boost. According to Dennis Roberts, the head, the staff were against separating out an identifiable group of project children. Some of the courses have been devised for all pupils, though there is a notional list of project children to help allocate funding to some departments.

The chief outcome of the project has been the creation of a "preparation for adult life (PAL)" course, taken by all fourth and fifth formers in tandem with careers education. The main innovation has been in getting outsiders, particularly local industrialists, coming into the schools and taking part in the teaching programme. Until recently trade unionists have played a rather lesser role, but as a result of a project working party, Park House now hope to include some aspects of trade union studies.

One of the main aims of the project has been to draw on the expertise of the community as much as possible. All the schools have developed links with local industry, the youth service, the Iron and Steel training board, and, to a lesser extent, further education. Some of the links were already established before the project, but all have been strengthened and extended.

One of the more original parts of the PAL course at Park House has been the tentative introduction of some basic political education. Last year this involved discussion of what politics is, group work on the difference between local and national government, and a visit to the council chamber. "There is an obvious link between preparation for working life and the understanding of the social and political elements of it," said Roy Hedge, the authority's adviser on political education. After its initial success, the course is now being extended.

Another innovation has been the introduction of Tuesday afternoon sessions of leisure activities. According to Alan Whitham, project co-ordinator at the school, the staff have been encouraged to bring their own hobbies and interests into the school – the heads of the French and maths departments have taken children hiking and climbing, for example. Over the year the pupils should have tried at least five new activities.

The exact choice on offer varies but includes crafts, such as pottery, photography, soft toy making, and dressmaking; motor vehicle maintenance; basic computer studies; fishing; drama; sports; and, more unusually, concreting. The EEC money allowed the school to buy a small concrete mixer, and with steel offcuts scrounged from a local firm the group have built concrete and timber seating for the school playground, and are now turning out plant troughs for the school greenhouse.

"We accept that many of these things can't be done by the kids out of school," said Mr Whitham, "but it gives them a chance to find out what they are good at."

The extra time created by having a spare teacher funded by the project as well as additional capitation of more than £3000 a year has produced beneficial ripples throughout the school. Science teaching has been revamped; maths, geography, history (with a big emphasis on local and family history) and English have all had extra books and materials paid for out of project funds. An old stock room has been converted into a pupil resources centre, and minor building alterations have enabled the school to create a careers library.

Dennis Roberts believes that their next priority should be the high proportion of the same low-ability children who leave school and do not get a job. He is hoping to mount special courses for them under the 21 hours rule which allows the young unemployed to return to education part-time while claiming supplementary benefit.

At Herries School, the former head Mr Paul Usher, summed up the unanimous conclusion of everyone involved in the project: "The time resource was very, very important. Without it we would have still been two years behind and if the project proves anything it is that there are a lot of good ideas among staff that may be lying dormant because they haven't had time to develop them."

About seven staff have been involved in the sociology course (the Herries' version of the PAL course, which was only in the planning stage when the EEC project came along). It spans both fourth and fifth years, includes all pupils, and takes up about a tenth of the timetable.

Under the sub-heading social studies, pupils learn about marriage and the family; heredity, growing up, social groups and classes; they also look at the purposes and organization of education, the law, politics, the mass media, advertising, and finally youth culture; family budgets and taxation, housing, consumer protection, organization of the firm, trade unions, and the welfare state.

Under health education they learn about human reproduction, hygiene, smoking, drinking, drugs, and VD. The careers element at Herries involves rather more formal teaching than in the other two schools, but covers the same sort of issues – choosing a career, looking for jobs, interviews, other opportunities at 16.

As well as the staff on the sociology course, the EEC project has involved further two in developing science projects, two more in maths, two in compensatory education, and two year tutors. One way or another about a quarter of the staff have some link with the project.

One of the tangible results has been the production of a new system of pupil records and reports for future employers, arising out of a special project working party. At Herries they have devized a pupil record for all pupils which provides a way of monitoring a pupil's progress throughout his time at school. They are now "moving strongly towards the involvement of the children in their own records – a form of self-assessment."

Are the schools worried about what will happen when the project ends, as it is due to next year, and the extra teacher and money disappear? Paul Usher (of Herries) said that his decision to include the project-produced courses in the core curriculum showed his belief in their lasting value. But with falling rolls there was bound to be pressure on staffing and more expensive activities would be at risk.

Dennis Roberts (of Park House) agrees with the others that the most important benefit of the project is the effect it has had on his staff. "They definitely have a much less ivory towerish attitude to the world," "The money has gone on big items like cameras, the concrete mixer, and the careers room, which will remain. But they could well be forced to cut down on leisure courses and visits, which are expensive because of travel costs.

Hurlfield's successful art photography and child care courses "cost far more to set up and run than you can reasonably justify under normal capitation," said Peter Cox, the head.

"But I'm not worried about the pull-out. The experience we've gained has given us a basis for developments not only of curriculum and organization but the ethos for these children."

The project has certainly had its failures. High truancy rates remain a problem. Links with parents and further education colleges have not come up to expectation. But the overall feeling of success, as measured by the enthusiasm of the staff in the schools, is unavoidable. Obviously the special treatment afforded the project school has given a stimulus that will be missing when and if their work is carried into other schools.

What other schools will have to learn is how to tap the same interests and commitment from their staff. "The project has helped the schools lift their heads from day-to-day problems," said Mike Smith, the director. "It has given the staff a degree of confidence, and it is on the attitude of the teachers that much of the dissemination of the results will depend."

Child care course at Hurlfield School, Sheffield

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Union wants more cash for specialists

by Richard Garner

Government plans to recruit more mathematics and science teachers should be extended to cover other shortage specialist subjects, the National Association of Head Teachers said this week.

The NAHT, which has 21,000 members, says it welcomes plans to set up a pilot scheme offering £500 a year scholarships to high-calibre students to take specialist teacher training courses at selected local colleges, but believes the opportunities should be extended to cover craft, design and technology and modern languages.

Mr David Hart, the general secretary of the NAHT, said he felt that the scheme should not be restricted to 60 scholarships as had been suggested by the government, adding: "We believe the urgent need for more suitably qualified teachers should outweigh any cash considerations."

The NAHT is also giving a cautious welcome to the idea that each teacher should undertake to serve for at least two years with a local education authority that guarantees a job.

Courses under the proposed pilot scheme will be introduced in autumn 1982 and extended if successful.

Diploma of Higher Education passes ACID test, says Boyson

by Biddy Passmore

The Government would defend the Diploma of Higher Education (Dip HE), Dr Rhodes Boyson, minister responsible for higher education, assured college lecturers last week. But, in a speech full of reminders about the need for rationalization in higher education, he made it clear that the diploma's future would depend on its record.

Addressing the annual conference of the Association of Colleges implementing Dip HE programmes (ACID), he said that, as a basis for further study, the two-year diploma must be rated "a resounding success", more than 90 per cent of those awarded the DipHE in 1979 who chose to continue with their studies at the same institution or elsewhere received the full two years' credit for it, he said.

The diploma was valuable as an "enticer", to encourage people to enter higher education who might otherwise feel unable to commit themselves at the outset to a full degree programme. More than 80 per cent of the students enrolled for the Dip HE were taking courses which formed the first two years of a degree course, he said.

It was also a base unit, a preparatory course for a whole range of subsequent, more specialized, education and training. On his visit to Sweden, he had been impressed by the number of 23-35 year-olds coming back for academic retraining at quite a high level. The flexibility of the Dip HE course should help the development of post-experience courses in Britain.

Some diplomates went straight into employment, he said, but he did not know how satisfied employers were with DipHE recruits. The Government would welcome more feedback from the Confederation of British Industry on this point.

Dr Boyson reviewed the history of the diploma which was first recommended in the James Report on teacher education in 1972 and introduced in two colleges in 1974. More than 60 institutions provided Dip HE courses, he reported, of which only two were in the university sector. In the public sector, provision had reached a "steady state", with some 5,000 new enrolments annually.

Dr Boyson: diploma a resounding success.

Tory councillors join rate payers in protest at job cuts

by Sarah Bayliss

Education cuts worth £2.9m including the loss of 40 remedial teaching posts have drawn strong public protests in the London borough of Merton.

At a full council meeting last week several Tory members, including two former education chairmen, rebelled against the ruling group and urged that education cuts be kept down. Outside the town hall an estimated crowd of 2,000 protested and claimed that ratepayers would prefer to pay a higher rate increase than the 17.4 per cent which was finally approved.

Minutes before the crucial vote, representatives from all the teacher and headteacher associations went in a deputation to Mr Harry Cowd, leader of the council and a primary headteacher in the Inner London Education Authority. They pressed him to at least accept a £2.2m package of reductions rather than impose the £2.9m figure.

"He did nothing to ease our worst fears," said Mr Ron Etherington, divisional secretary of the National Union Teachers.

Mr Cowd said later that Merton had lost between £4 and £5m in Government grant under the new system of block grant and that the 17.4 per cent rate increase was already too high in his eyes.

"I don't believe that anything that's happened in education is disastrous. It is going to feel the strain but so are all the other services. If there are obvious signs of distress during the course of the year then we can look to the contingency funds."

He added that he believed the public protest had been "whipped up" by his political opponents; and only a 10 pence rate precept would have prevented the education cuts.

So far £2.2m of the reductions have been earmarked. £300,000 is to be cut from the staffing budget which will mean 10 fewer supply teachers from September and 40 fewer full time "supplementary" staff who are allocated to primary and middle schools where children have reading difficulties or speak English as a second language. The cut also means that several staff who are allocated to secondary high schools to deal with disruptive pupils on the spot, will be removed from the autumn term.

In addition £900,000 will be cut from building maintenance, £200,000 from furniture and equipment including no inflation – proofing for capitation, £100,000 from the school meals service, £160,000 from Merton technical college, £50,000 from Wimbledon art school, £90,000 from adult education including a 50 per cent increase in fees, £70,000 from the cleaning budget, a reduction in the swimming programme and pupil payment for all public examination re-sits.

Lady Diana too young for chancellorship

Durham student's union has been told that Lady Diana Spencer is too young to be a university chancellor.

That was the reply received from Buckingham Palace by Mr Ian Graham, the Durham University registrar, when he inquired about the possibility of Lady Diana succeeding the late Mr Malcolm MacDonald as chancellor.

An official of the students union, which recommended Lady Diana, said, "We are very disappointed to hear from the registrar that no member of the Royal Family is considered for a chancellorship before 30."

Medical merger plan to save £5m

The Court of London University was expected this week to confirm the Senate's approval of a rationalization plan for undergraduate medical education in the capital.

The plan would merge the university's 12 medical schools into four larger groupings, at a saving of £5m and a cost of 180 academic jobs. Lord Annan, vice-chancellor of the university, hopes the jobs will be lost through natural wastage.

As a result of the mergers, the equivalent of one clinical and two pre-clinical schools will close. But two controversial elements of the scheme remain to be decided by June. A merger between St Bartholomew's Hospital Medical School and the London Hospital Medical School has been approved but whether this will mean the closure of the London's pre-clinical school or the building of a new joint medical school at Queen Mary's College has yet to be settled. And which schools will suffer in the merger of University College Hospital, the Middlesex and St Mary's Paddington is not yet clear.

'Wrong parent was prosecuted'

In the Justiciary Appeal Court last week, Lord Justice-General Emslie dismissed an appeal by Strathclyde Regional Council against a district court decision in favour of a Clydebank mother, Mrs Margaret McGuire, whose son had been kept off school until an assurance had been given that he would not be belted.

A Clydebank magistrate decided on technical grounds that the region had prosecuted the wrong parent since it was Mr Daniel McGuire, not his wife, who had directed his son to refuse corporal punishment, a refusal that led to his suspension from St Columba's High School, Clydebank, in November 1979.

Lord Emslie ruled that the court had been correct to declare that within the terms of the 1962 Education (Scotland) Act, the mother was not the "parent" of the child. What Lord Emslie himself described as the "interesting question" of whether parents have the right at law to direct that their children should refuse corporal punishment remains, therefore, undecided.

Policy urged for disruptive pupils

Schools in Northamptonshire are being urged to draw up "policy statements" on how they deal with disruptive pupils.

This is one of the recommendations of a study group set up by a conference of secondary headteachers in 1978.

The group also recommends an expansion of in-service training so that teachers can learn how to cope with difficult pupils.

Although the county's education committee has accepted the report and the recommendations in principle, it has not set aside any extra money for additional staff.

The committee points out that only 0.35 per cent of pupils were classed as disruptive: 180 pupils out of 51,000 in secondary and middle schools. This figure, nevertheless, presented problems in schools out of all proportion to their number."

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Reagan takes knife to youth schemes

WASHINGTON: The teenage unemployment rate in the United States stands at its highest level for four years: 19 per cent overall and about twice that for blacks. But instead of increasing the Government's youth employment and training programmes, President Reagan is trying to cut them back.

The administration argues that the only effective way to produce more jobs for the young is to let the free market economy prosper, under the stimulus of tax cuts and less government interference. Federal job creation schemes are seen as generally inefficient, overburdened by bureaucracy, and of little long-term benefit.

President Reagan's revised 1982 budget proposes to abolish the public service jobs portion of the Comprehensive Employment and Training Act (CETA), which currently provides work for 300,000 people —mostly young adults—in local government.

They work, for example, as teacher aides in schools, assistants in day care centres, clerks in town halls and maintenance workers in public buildings.

In addition, two big CETA programmes aimed specifically at the young would lose their separate identities in 1982 and be merged into the general purpose employment and training programme for adults. So-called "prime sponsors"—the local agencies that distribute CETA funds—would then receive consolidated grants which they could spend on youth or adult jobs or training depending on local needs.

One of the programmes to be amalgamated next year is the Youth Employment Training Programme (YETP), which is the Government's basic means of making disadvantaged teenagers more employable. It currently serves 450,000 14-to-21-year-olds, including high school graduates, drop-outs and those who are still at school. The money is used for remedial education, on-the-job training and apprenticeships.

The other programme due to disappear in 1982 is the smaller Youth Community Conservation and Improvement Projects (YCCIP), which puts 50,000 young people to work rehabilitating old houses, tidying up parks and so on.

The following year, 1983, would see the merging of the Labour Department's Youth Summer Jobs Programme into the same consolidated grant, according to the administration's plans.

Two other, smaller programmes are eliminated entirely in the budget —the Young Adult Conservation Corps and the Youth Conservation Corps—but yet another, the Job Corps, is spared. Its survival is attributed to the fact that Senator Orrin Hatch, new Republican chairman of the Senate Labour Committee, likes the Job Corps.

Altogether the cuts in job creation and training sought by President Reagan amount to about $5b a year. The unions, state and local governments that lobby for employment programmes are reconciled to losing some, though not all, CETA public service jobs. But they will fight hard to preserve the separate youth programmes, arguing that the special needs of the young would not be met if the funds were swallowed up in a huge block grant.

Youth employment programmes have been quite popular in Congress and they stand a reasonable chance of escaping the fate Mr Reagan has in mind for them.

Indeed senior Democrats and Republicans on the House of Representatives Education and Labour Committee have even introduced legislation to revive the unsuccessful "youth initiative" which former President Carter failed to push through Congress last year.

The House did pass last year's Bill, by 337 votes to 51, but the Senate failed to take it up before Congress adjourned, partly because of a squabble over an amendment that would have allowed employers to pay teenagers less than the federal minimum wage of $3.35 an hour.

The initiative, for which Mr Carter had requested funding $1.2b a year, would bring together the Departments of Education and Labour in a joint programme combining remedial education and training in essential job skills for disadvantaged teenagers.

President Reagan has repudiated the pronosal and the Republican-controlled Senate is unlikely to give it a sympathetic hearing this year. But Representative James Jeffords, senior Republican on the House Employment Opportunities Subcommittee, said that with youth unemployment at 19 per cent this was not the time to abandon the initiative.

"If we fail to take the initiative on young employment and we fail to take up the obvious need to blend education and training programmes for youth, then we place an unfair burden on today's youth, who will be the workers and taxpayers of tomorrow," Mr Jeffords said.

USSR/Kenneth Shaw

Research is vague, ill-defined

Educational researchers should be judged on the quality of their findings and not on the numbers of papers and books they publish as in the past, in a candid and rather surprising attack on repetitious, vague and ill-defined research projects, Mr V. M. Polonski of the Research Institute of General Pedagogics declares that many Russian publications claiming to present new discoveries in psychology and education are old hat.

He calls for clearer definitions of the aims and outcome of research, less waffling, and the setting up of a standard of comparison.

Three levels of novelty should be specified: confirmation of previous findings, supplementary discoveries, and transformations—by which he appears to mean contradictions.

The report comes at a time when Soviet planners are calling for cuts in the education budget and the Kremlin is stressing quality at all levels of the economy.

Opening what could be a Soviet equivalent of the great debate in Britain on educational trends, the paper from the Institute seems to question the current values and ideology of Soviet education.

Neo-Nazism is again causing ripples in West Germany. Susannah Kirkman looks at how history teachers tell their classes about the Third Reich

The struggle to live with the past

BONN: Is the recent alarming growth of neo-Nazism in West Germany the result of ineffective teaching about the Third Reich in schools?

As evidence of burgeoning right-wing extremism mounts, teachers, politicians and the press are again hotly debating this perennial educational issue.

Last week police raided flats of right-wing extremists throughout Germany and recent surveys show one in eight Germans hankering for a "Führer", and one in three having strong antisemitic prejudices. Thirteen per cent of the electorate has an extreme right-wing outlook, according to a survey commissioned by the Chancellor's Office in 1979, whose findings have recently been disclosed.

These figures are disputed, but according to Home Affairs Minister, Herr Gerhard Baum, membership of neo-Nazi groups rose by 20 per cent in 1980. The number of crimes committed by neo-Nazis has doubled since 1978.

There is also evidence of pro-Nazi activities by teachers. A history teacher in Lower Saxony issued sixth form pupils with a book entitled *The Basic Concepts of the National Socialist Creed*, first published in 1938. "The Jews should all have been hanged," a Hamburg teacher is on record as saying during a recent public debate.

Each fresh neo-Nazi scandal produces a wave of criticism of history teaching in schools and there is evidence that young West Germans are frighteningly ignorant of the recent past.

When pupils were asked to write an essay on "What I have heard about Hitler", they described him as "an Italian general in the Thirty Years' War", as "a genius", and as "an eighteenth century man".

In another survey, a third of the schoolchildren questioned agreed with the statement, "If it had not been for the war, Hitler would have been one of the greatest German statesmen".

In 1977, after nine young army officers had burnt effigies representing Jews at a private party, the Ministry of Education urged teachers to handle the topics of Nazism and German war-time resistance "with particular thoroughness".

But teachers feel they are being used as scapegoats, and point to other factors such as rising unemployment for the growth of neo-Nazism among the young.

One report has indicated that most children receive their first and abiding ideas about the Hitler era from their parents and grandparents. "From my parents I've heard that if Hitler were still alive, the world would be quite different," wrote one child. "There would be fewer unemployed."

These early impressions can be difficult for history teachers to dislodge. They also have to find the right balance between giving their pupils too negative and guilt-inducing a view of German history, and yet explaining clearly and honestly what happened between 1939 and 1945.

All the different history syllabuses laid down by the states include mention of the Third Reich, but give only very broad outlines. It is up to teachers themselves to decide exactly how to present the facts.

Most of today's teachers are free of the inhibitions of their older colleagues, many of whom experienced the Third Reich and afterwards preferred to hold a view of history which stopped at 1917, and are helping to develop new methods and teaching materials with which to approach the difficult subject.

Older history textbooks are coming under fire for their dull presentation of events. The intense interest aroused by the screening of the American television series *Holocaust* proved that accounts of everyday life during the Nazi period do far more to awaken a response than dry factual accounts, and among the teaching materials now being recommended are *The Diary of Anne Frank* and *The Tin Drum*, by Günter Grass.

Pupils are being encouraged to imagine the feelings of ordinary people who lived through the Third Reich, and to analyse the behaviour patterns of people between the wars, in order to understand feelings of insecurity and insignificance which led people to join the Nazi Party. The theory is that they should then be better equipped to recognize similar trends today.

A national schools history competition this year has as its theme, "daily life under Nazism", and entrants are supposed to use contemporary documentation as the basis for their entries.

But the problem with this more lively documentary approach to the period is that many official papers of the period have been destroyed and some newspapers are reluctant to open up their archives and reveal their political positions during the war years.

In addition teachers are finding that people who were alive during this period are loathe to talk about their experiences to school children, even if they were opposed to Nazism.

Then and now. One in eight Germans are said to hanker for a Führer. Last week police raided 450 flats of far-right extremists and took away a large haul of Nazi propoganda.

Italy/Rita di Giuseppe

Rome law orders a paper a day for secondary pupils

VERONA: The city of Rome has passed a law which calls for the reading of daily newspapers as part of the secondary school curriculum.

The city is following a policy first set in 1978 by the province of Trent and now being implemented by almost all of Italy's 21 regions.

Attitudes towards these moves vary. Those who declare themselves satisfied (about two thirds of the schools adopting the policy) feel that it is an indispensable part of education and social studies.

The less enthusiastic, however, point out that most teachers are ill-equipped to teach the particular skills necessary to read a paper. Nothing is more boring for students, they say, than leafing through the daily press, guided by teachers who are themselves bored by this activity.

Efforts, however, are being made to teach the teachers, and many guides have been published on specific reading skills. Recent language textbooks all include special chapters dedicated to reading newspapers.

But Italy still has one of the lowest reading rates in Europe. While 40 out of 100 Spaniards read at least one book a year, 56 out of 100 Frenchmen, and 69 out of 100 Swiss, only 24 out of 100 Italians manage to get through the same amount of print.

In addition, the number of Italians who read a newspaper on a daily basis has not changed much since the 1950s, when 64 per cent of the population never read a newspaper while the remainder "looked through" a daily at least once a day.

France/Jane Jessel

France steps beyond computer age

PARIS: A two-year plan of action to accelerate the development of modern technology in French Education has been unveiled by Education Minister, M. Christian Beullac.

The plan builds on pilot experiments already carried out in the so-called "58 *lycées*" and "10,000 computers" operations (*TES* May 9, 1980), and will not only widen and increase the use of computerization in education but also develop what the French call *télématique* (the marryuirg of computers and telecommunications), and audio-visual techniques.

The total cost of this expansion is estimated at 250m francs (about £ 23m).

By 1986 all general *lycées* should have been equipped with computers under the "10,000 computers" experiment. The new programme will extend the operation to the colleges, the first stage of secondary education, for pupils aged 11 to 15 and to the technical schools.

From the school year beginning next September, an experimental option in data processing will be introduced in 10 *lycées* and 10 *collèges*, with the eventual aim of including it as a new subject for children aged 13 and over.

This was recommended in a report published last year (*TES* November 7, 1980), and teachers are currently being trained for it. But M. Beullac made it clear that progress towards its full implementation would be "slow and careful".

The programme also includes experimentation in the different uses of *télématique*. One such experiment is being set up at Vélizy, near Paris, where from next September 100 computer terminals will be installed in schools and teachers' and families' homes.

Users will be able to tune in to practical information on holiday dates, educational policy, general inquiries and local culture—and indulge in the usual video games. The telecommunications industry will meet part of the 30m franc cost of this and other *télématique* experiments.

On the audio-visual front, the Government is "financially encouraging" 1500 schools to acquire new materials, with the aim of developing an initial audio-visual network which can later be expanded to all establishments.

Australia/Bill Purvis

Inquiry halts protests

SYDNEY: An uneasy peace is hovering over strike-plagued schools in New South Wales where teachers have agreed to suspend their recent round of industrial action while an inquiry is held into staffing.

Under an agreement between the state government and the teachers' federation, announced earlier this month, joint working parties have been set up to report back by this week on issues of class sizes and face to face teaching hours.

It is these issues which have caused teachers to break their 60-year-old tradition of refraining from industrial action to strike three times in the first weeks of the current school term.

Teachers want class sizes in state primary schools reduced to 30 students or less. They want more time off from face-to-face teaching and equal number of teaching periods for all secondary school teachers.

Another issue, which is also upsetting the parents, is that of composite classes, which include pupils of different ages.

As the Education Department's decentralization policy gains momentum, it seems certain that heads will look to composite classes to replace the traditional age-based class.

The president of the teachers' union, Mr Barry Manefield, said the joint enquiry was a major step towards creating a more satisfactory industrial climate in New South Wales schools.

The enquiry, however, seems rather narrowly based in comparison to other education studies, which, while lengthy, were at least broadly based and fairly thorough.

The working parties consist only of departmental officers and teachers' federation representatives. Parents and non-government schools are not included.

The parents have understandably expressed reservations about this, since the decisions will affect their children.

The fact that the enquiry is to report so promptly is welcomed. But parents say it would be a pity if this apparently positive move was simply an exercise to cover up a deal already arranged between the Government and the teachers.

No language, no work

SYDNEY: Australia's Commissioner for Community Relations, Al Grassby, has severely criticized the education system for not teaching schoolchildren a second language.

Mr Grassby said angry parents should be queueing up at schools, demanding to know why their children are not being taught a second language.

"Every major country in the western and eastern world has recognized the need for bilingual education except Australia. This has left young Australians of all backgrounds disadvantaged."

Evidence of that disadvantage is surfacing already. The angry parents are queueing up, not at the schools but at the unemployment offices.

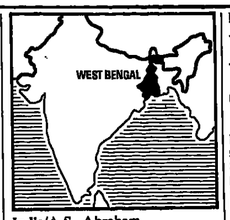
In the town of Griffith in southern New South Wales (with a large Italian community), parents are complaining that their children are being refused jobs because they do not have a second language.

They say advertizements for jobs in the town usually specify a bilingual requirement, and they claim school leavers are being discriminated against because of it.

Mr Grassby disagrees. He says employers wanting bilingual employees are not being discriminatory.

Mr Grassby blames "reactionary administrators still living in the 1880s" for the lack of second language teaching and says the need for it will increase as Australia recognizes its position as part of the "global village".

"Most of us oldies are lucky, we made it in time," he said, "but that's no excuse for betraying our children."



India/A.S. Abraham

Anger mounts over state culture policy

BOMBAY: The communist government of West Bengal state is under fierce and sustained attack from protesters critical of its language and education policies. The protest movement is led by eminent intellectuals and artists, including the internationally famous film-maker Satyajit Ray.

The immediate issue is the provincial government's decision to scrap English at primary level, and to make it one of a group of language options at secondary level.

The move is hardly revolutionary since most Indian schoolchildren learn English only from secondary school onwards. (The exceptions are children in some of the tribal north eastern states where English is the official local language, and private school pupils whose education is entirely conducted in English.)

But in Bengal English has been taught as a second language in primary schools for 150 years, and protesters are anxious that pupils should continue to get the same early grounding in a modern international language.

The governing Left Front, however, sees English as a foreign tongue used by the ruling elite, and is anxious to give it less emphasis in school.

The controversy over English is just one part of a wider dispute over state education policies.

Since the Left Front took office four years ago all of West Bengal's universities, including Calcutta University, have had their governing bodies dissolved and replaced by nominated councils made up almost entirely of government nominees. Private colleges affiliated to these universities have also come under closer state control.

Both the Board of Secondary Education and the Higher Education Council have been superseded by new government-controlled bodies, and the introduction of a new school primer has given rise to accusations that the Left Front is intent on indoctrinating schoolchildren with communist beliefs.

The Bengali protesters are demanding that since the federal government has the power to overrise the states on education issues, Mrs Indira Ghandi, the Prime Minister, should intervene.

Mrs Ghandi's partymen in West Bengal are already asking her to dissolve the communist-led governments in West Bengal, Tripura and Kerala, so further agitation over provincial education policies is likely to have considerable political repercussions.

Finland/Donald Fields

High-level complaints fuel growing criticism of comprehensives

HELSINKI: Finland's comprehensive school system, which recently became fully operational after eight years of phasing-in, is coming under increasing fire from educationists and civic leaders.

Their criticism adds weight to complaints from parents that the schools are hotbeds of indiscipline, and to signs of increasing tension among teachers.

The debate has been joined by the most powerful civil servant in the Ministry of Education, Mr Jaakko Numminen. In two keynote speeches he called the comprehensives "over-theoretical" and criticized the "fragmentation" of the syllabus for junior forms.

Mr Numminen told *The Times Educational Supplement* that the existing system did not allow pupils to prepare for the lives they would lead after leaving school. He urged that the lower forms concentrate more on basics, while senior pupils should be offered a wider choice of subjects with more accent on the arts and practical skills needed in the world of work.

Catering for the seven to 16 age bracket, Finland's comprehensives give uniform instruction at lower levels and optional subjects further up the school. Languages and mathematics receive high priority at all stages.

After their compulsory education, most pupils move on to senior schools leading to matriculation, or to vocational training centres.

Among the faults outlined by Mr Numminen is a decision, made before the comprehensives were first inaugurated in Lapland in 1972, to build giant schools in a thinly-populated country. Small village schools were closed down, necessitating long journeys for pupils and straining local authority budgets.

A ceiling of 500 pupils per school, recommended by a parliamentary committee on youth, would be desirable, but unfeasible with existing resources. The requisite building programme might just be launched by 1990.

Mr Numminen is optimistic about a reform of curricula, due to be enacted in 1985. One of its by-products could be a swing away from the "excessive" dependence on English – another cardinal sin of the present system – as parents and their children are persuaded that learning other languages such as French, German, Swedish and Russian is worthwhile.

Mr Numminen believes teachers should have more authority to punish pupils – but he urges restraint, and prefers to let a committee decide on the definition of power.

He suggests two innovations, a pupil-representative for each class to assist teachers, and the equivalent of a student union for senior forms which would air views and arrange extra-curricular activity.

Under the aegis of local authorities, school boards should be drawn from parents, teachers, other school personnel, and pupils.

These proposals toll the death-knell for school-based councils, introduced to promote "democracy" and "participation" but now largely discredited and defunct.

The councils' founding father, Mr Erkki Aho, director-general of the National Board of Education, defends the comprehensive school by maintaining that it has opened up new opportunities for pupils and that indiscipline would be still more rife under the old, less egalitarian pattern.

Mr Aho is himself disillusioned with the workings of school councils: cynics attribute this to the failure of council members to fit neatly into his Social Democratic mould.

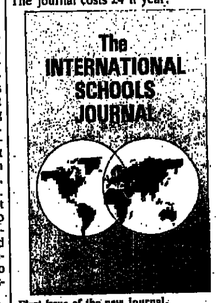
International/Hilary Wilce

International schools get own journal

A new twice-yearly journal catering to the interests of the ever-growing number of international schools was launched at a Rome conference last week. The International Schools Journal is being published by the European Council of International Schools.

The first issue contains a lengthy article by Mrs Shirley Williams on education for international understanding. Other articles look at the international baccalaureate, computer studies, schools in Rome, and fund raising in international schools.

The editor of the journal, Mrs Edna Murphy, says she hopes to cater for schools interested in international relations, as well as international schools. The journal costs £4 a year.



First issue of the new Journal.

Mexico/Emil Zubryn

Educational TV to be launched

MEXICO CITY: Mexico has announced that it will launch the first national educational television network in the world in 1981. All the equipment is said to be ready for this nation-wide venture.

In the past Mexican television has failed in its educational goals, according to Ms Margarita Lopez Portillo, head of radio and television at the Ministry of Communications. But from now on television will become "an extraordinary resource to orient, educate and train all Mexicans".

Ms Portillo insisted that television will no longer be classified as an "idiot box" but will have beneficial influence on the lives of Mexican citizens.

The educational network is planned to be operative by January next year and the first series of eight transmissions towers is now being installed. Programmes to meet "the intellectual capacities of the rural population" have been made.

Previous attempts to launch educational radio and television ventures, however, have always fallen far short of expectations.

Admitting that Mexican general television is "excessively" commercial, Ms Portillo nevertheless claims there has been an improvement in standards.

The Government has asked, and received the cooperation of liquor interests, to limit the television advertising of wines, beers and alcoholic beverages, in an attempt to stem the heavy tendency to alcoholism in Mexico.

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Letters

BEd keeps general and professional options open

Sir, – Dr Judge (*The TES*, March 13) is too hasty in dismissing the BEd in favour of a four or five year course of teacher education the first three of which will have only an accidental relevance to what many teachers actually do.

Dr Judge should also not perpetuate the myth of other first degrees "of a more generally marketable kind". It cannot be too often repeated that unemployment amongst BEd graduates in 1979 (a year of high "supply") was around 9 per cent. This compares with around 10 per cent for science, 7 per cent for social administration and business studies, 3 per cent for engineering and technology, 13 per cent for language, literature and area studies, 15 per cent for art, design and music, and 12 per cent for other arts degrees. Since few BEd students would be able to shift to business or engineering, it seems that students did better as BEd graduates than they might have done on other first degrees.

There is a further factor which sixth formers and their advisers should consider. All concurrently trained teachers are now graduates. Like the holders of other professional degrees, they can apply both for jobs in the "general" graduate market and in the profession for which they have prepared. There is already evidence, as stated by Professor Lawrence in your columns last October, that the BEd graduate with demonstrable skills of communication, ability in personal relationships and proven professional reliability at least comparable to those of any other graduate with a first degree, is gaining increasing acceptance in this field of graduate employment. He or she has kept both general and professional options open.

Finally, Dr Judge states that sixth formers will not choose the BEd route when they might instead take a degree "in subjects of their choice". For our undergraduates primary education and physical education *are* the subjects of their choice. For other students other degrees are suitable; but for those students who want to study and to practise education, the BEd should survive and flourish.

M. G. BRUCE,
Dean of the Faculty of Education and Movement Studies,
Thames Polytechnic.

Sir, – I would like to add my comments to those of Harry Judge and your various correspondents regarding the BEd degree. Harry Judge presents a cogent argument for a two year period of professional education for teachers, but he ignores the question of the effect of a five year period of qualification on recruitment to a profession where there is little likelihood of the financial rewards and status accorded other professions.

There is an alternative to the concurrent or consecutive patterns as they are traditionally conceived and that is the pattern offered at this college. We train teachers for the 7 to 13 age range and, like many other colleges, feel that a "professional year" is not the most suitable way of preparing such teachers. However, we are aware of stringent constraints of economy, viability and employability and yet are keenly concerned to produce teachers of high quality who are sensitive to all kinds of people and critically competent professionals.

We have moved, therefore, to a four year honours degree programme, the first two years of which provide a common base for a BA in Organization Studies and a Dip PE. Thus we have an integrated but flexible programme which enables students to follow a coherent four year programme where their developing commitment to teaching can be confirmed alongside students pursuing a slightly different career orientation, but where responsiveness to the market is still possible for both the students and the College during the four year programme.

Like many others, including your correspondents, we feel that teaching involves knowledge, skills and attitudes which are highly valued by employers in a variety of fields but that the BEd is undersold to industry. It is precisely because of the importance of those qualities of sensitivity, organization, initiative etc. to a variety of careers involving working with people, that we are able to offer a four year course which is neither academically nor professionally narrow and produces teachers of a high calibre with the ability to work effectively with a variety of groups of parents and children in inner city schools.

In training teachers for the 3 to 13 age range we emphasise the value of adequate conceptualization and analysis of problems together with imagination and initiative in reaching towards solutions. We need to practise what we preach in considering our own situations, nationally and locally. We need to get out of the traditional and simplistic BEd v PGCE rut and bring teacher training into the real world.

BARRE FITZPATRICK
BEd Hons Course Tutor,
Bradford College,
Bradford, West Yorkshire.

Sir, – Mr Judge's strategy for teacher training (March 13) is excellent as far as it goes. It structures the training for the entrant to the teaching profession in a manner which would have been attractive for us "old hands".

However, what he leaves out is a structured situation for the teacher once he has entered the profession. As Head of a large comprehensive school who urges his staff to take up in-service opportunities, I frequently regret the absence of a structured pattern for in-service training and for fixed points in a teacher's career where he could be guided back into the academic milieu.

In my own career, this recharging process has been carried out by part-time diplomas and degree courses and, maybe, this is an effective way for the ambitious teacher. But in looking around my staff I observe teachers – as competent (dare I say it) more competent than I who would greatly benefit from a return to the academic situation either to bring their learning up to date or to revitalize their philosophical background. In some cases one is able to persuade them to participate in the part-time approach but, knowing the real stress and hardship this creates for them and for their families one is hesitant to press it.

At this time of restructuring – on the lines that Harry Judge suggests – I do hope that this aspect of training is not neglected. Granted that where there is no vision, the people perish; the slow deaths by erosion of enthusiasm and competence in teachers is less spectacular but more insidious.

M. I. DAVIES,
Headmaster,
Robert Clack Comprehensive School,
Dagenham, Essex.

Sir, – In spite of the pessimism expressed in Platform (March 13) there is no need yet to lament the demise of the BEd. If market forces are ruling the day then it ought to be noted that the consumer still wants and is opting for the BEd degree.

This year we have 11 students applying for BEd as their first choice out of a total of 169 applying for first degrees. They may prefer to do so for a variety of reasons: most of them want to teach in primary schools and see the concurrent study of educational and professional studies as a vital component in preparation for teaching; they are attracted by the study of more than one subject especially with diminishing career prospects; they are inevitably drawn by the lower A-Level requirements offered and they may also prefer the size, accommodation facilities and geographical position of the College itself.

As far as I know few, if any, of our students willing to study for a BA or BSc want to teach; of course they may well decide to do so later. There is obviously a degree of uncertainty about future job prospects in teaching but our students are presently embarking on their BEds with optimism.

It would be mistaken to swing the pendulum towards the PGCE and consign this valuable degree to the pit.

PETER ALLEN
House Tutor,
King James's College of Henley.

Charging up

Sir, – I was surprised and sickened by your report (*TES*, March 13) "Head charges unprofessional conduct".

It was clearly, and of necessity, a one-sided and tendentious account of a dispute between a head and three members of his staff; of necessity because the head was honourable enough to act on his union's advice that the matter was effectively *sub judice* and this he pointed out to you. Moreover, your reporter also contacted me and received the same story, a fact which he failed to report.

Mr Robinson could have dragged your three informants through the courts with union support, as your report makes clear, but he chose not to bring them or the school into disrepute. He could have told you about many charges made against him by Mr Pumphrey which have been rejected by the union's law committee, but he chose not to pillory a member of his staff in public.

Such professional integrity is, it seems, of little concern to you but, when three teachers fail to show such regard for their school or their profession, they are given a free platform by your paper.

MALCOLM HORNE,
Executive Member (Outer London),
National Union of Teachers.

Mr Horne's only comment when our reporter spoke to him was that the matter was *sub judice*; it therefore added nothing to what the head had to say. *Sub judice* is of course a term which has a strict legal meaning when applied to pending proceedings in a court of law, but not when applied to the deliberations of NUT committees. – *Editor*

Public image

Sir, – If Nick Grant's concern about the NUT's public image is genuine, his divisive letter (March 10), full of innuendo and half-truths, linking together quite disparate incidents, is hardly likely to improve the situation. However, if, as it appears, his letter is merely an attempt to by-pass union procedures and create further confusion and division, he should be honest enough to admit this.

He and his friends in Lambeth are well aware that a properly consituted and elected national disciplinary panel has met and reached a decision on the facts as reported to them by both sides. It is a gross insult to the elected members of that panel, drawn from various parts of the country, to suggest that they did anything other than investigate the issues thoroughly and tried to reach an honest verdict.

Since this decision is subject to an appeal Mr. Grant knows that it is impossible, in the interests of justice, for any statements to be made about the alleged breach of discipline by any members of that panel or by any officials or members of the National Executive of the NUT. This has not prevented Mr. Grant and his friends from flooding associations throughout the country with their version of events. It would be wiser, and less divisive, to await the outcome of the appeal before making hasty assumptions.

Mr. Grant knows that this issue could easily be raised at the Union's forthcoming Annual Conference where the democratically elected representatives could hold a full debate. Is he so afraid of discussion by the full membership through the usual procedures that he has to resort to one-sided propaganda in the public press?

DAVID A. TURNER General secretary,
Sheffield Teachers' Association (NUT),
28 Victoria Road, Broomhall.

MACOS anyone?

Sir, – As part of an MEd course at the University of Warwick, I am investigating the principles of curriculum design embodied in Bruner's "*Man A Course of Study*" and how far these can be applied more generally.

I should be grateful to hear from any teachers working with children with special educational needs whether in special schools or comprehensive schools who have used MACOS.

B. LINDSELL,

'Otherwise'engaged

Sir, – The interesting and shocking article by Ian Jones on the Singer case calls for some comment. First of all, it should not be assumed from his remarks about the legal powers of local education authorities that all l.e.a.s. are hostile to education under the "otherwise" provision. Some will accept it without demur and even cooperate and provide help, and many others will tolerate it in the majority of cases. Only a minority of l.e.a.s. are openly hostile and try to coerce parents into submission with threats of court action and very often with misinformation about the law.

Ian Jones raises the question "At what point does the State have the right to intervene to protect children from parents' ideological or behavioural excesses?" The answer to this question ought to be "at no point, except where a child can be shown to be in grave physical or moral danger", for who is able to lay down convincingly whether an ideology or religion or life-style is "excessive" or not? Any such attempt can only lead to the seed of intolerance and interference in human liberty that one associates with a police state. Equally there is no social consensus over what are the aims of education and even less about the best means to achieve them, so what justification can there be for forcing families to adhere to methods about which there is no agreement?

The law is vague on this point and is expressed in important implications. The relevant section of the 1944 Education Act (Section 36) states "it shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise".

None of the key words used here is defined in the Act (except "compulsory school age" and "school") or in subsequent Acts. There have been many of these since 1944, including the major Education Act 1980, so there has been plenty of opportunity for the Government of the day to introduce definitions if they were felt to be necessary. The fact that they have not done so is a clear indication that this silence is not an oversight or omission but is intentional. What it implies is that parents, upon whom the primary responsibility for children's education lies, should have the maximum possible freedom to interpret these words in their own way, and that education outside school should not be restricted within narrow limits. The criteria should be, quite simply, any interpretation that "reasonable people can hold" and should not involve conforming to some "expert" determination from above.

Some l.e.a.s. attempt to use this vagueness in the law to introduce their own restrictive criteria, and in some recent court cases the magistrates, confused no doubt by the complexity of the educational argument, have played safe and supported them. We now await judges' rulings in higher courts to clarify the issue, and we confidently expect that they will come down on the side of the individual family's right of choice.

In the meantime, anyone who is in trouble with their l.e.a.s. on this issue, or who is contemplating education under the "otherwise" provision, should seek advice as early as possible. It is the purpose of this organisation to provide a mutual support network for such families and to share advice, information and experiences.

DICK KITTO,
Education Otherwise,
18 Eynham Road,
London W12.

Remedial facts

Sir, – I am sorry that J. Robbins has decided to write you such a sour letter without ascertaining the true facts, otherwise he could hardly have drawn such erroneous conclusions about remedial teaching in the county. In the circumstances, I must assume that his wrong assumptions are motivated by political rather than educational considerations. There has been a very considerable increase in real terms in the resources provided for special and remedial education every year, including the difficult forthcoming one of 1981/82, since 1975/76. For next year, despite quite swingeing and irrational cuts in community education (nearly 20 per cent), advisors (34 per cent) and music and the arts (25 per cent) the committee specifically insisted that the very substantial remedial reading team of seven teachers should remain untouched.

J. Robbins asserts with confidence that hundreds of children in this county "are being individually tutored" in almost every musical instrument "at no expense to their parents". He is wrong, or ill-informed, on both these counts. With a total of 45 full-time equivalent peripatetic teachers of music for 5,000 pupils, it will be seen that teaching in groups at schools, or in the case of instruments like percussion of bassoon at the central School of Music in Leicester is essential, and is of course what actually happens.

Parents of the 1,000 or so children in the orchestras, bands and ensembles practising centrally on Saturdays in term, or for a week each holiday, or when touring and giving concerts at home or overseas, pay £30 a year towards the overhead costs, plus the additional full cost of the three holiday courses, and a large part of the cost of the tours at home and overseas. In addition, they meet the very considerable cost of their personal instruments – hardly "at no expense to their parents"; but perhaps J. Robbins is not interested in finding out the truth, only perpetuating the myth that the small amount of money provided for music and the arts is at the expense of unspecified "unprovided essential services".

We remain convinced that if, on top of these fixed costs, we were to charge for lessons, then the very parents and children who J. Robbins professes such concern about would be denied absolutely the instruction which their talent cries out to receive. As it is, with the help of the Friends of the School of Music, it is possible to ameliorate these fixed costs so those who can't afford them can participate fully in all the activities of the the School of Music necessary to the development of their musical talent.

The main point about my appeal for music and the arts, which J. Robbins deliberately ignores, is that faced with a reduction in provision of 25 per cent of all costs in music, drama and dance education, unless the money is raised and put in a charitable trust, then 30 years work building up the Leicestershire School of Music, and the complementary stimulation of instrumental music in the county's schools will cease. That will certainly not be the case so far as remedial education in the county is concerned!

So I welcome the rather oblique publicity this correspondence affords me to invite all your readers who cast their eyes down these columns to sent me £1 or more made out to LAMA (Leicestershire Appeal for Music and the Arts)!

ANDREW FAIRBAIRN,
Director of Education,
County Hall, Leicester.

Booklist to clear 'remnants of imperialist attitudes'

Sir, On March 20, the TES published a letter from B. Shaw expressing disturbance on reading an article by David Lister called "Increasing Awareness of Racism" (March 6).

Before this correspondence goes any further I would like to set the record straight.

The librarian in the North London comprehensive school mentioned, requested the Secondary Curriculum Development Unit, who had been invited into school, to assist her in "weeding" the geography and some of the history sections of the school library. The main subject areas of the books to be assessed were in the area of the history of European expansion to the "new world". She asked for their opinions, particularly on Euro-centric, imperialist attitudes expressed in these books.

Aware that many other school librarians were wrestling with the same problems I, the librarian at that school, had two years previously asked for assistance in this task from the ILEA Library Advisers, suggesting that an annotated list might be circulated, the annotations to show the strengths and weaknesses, thus helping us to make informed decisions and save valuable time. Although expressing sympathy with this idea, nothing emerged.

I, therefore, asked the SCDU to help me to start such a list which I hoped they would circulate to other ILEA schools asking them to add to it and pass it back. The annotations were to be brief. They were not to be recommendations or condemnations, but analyses of content. The librarians who received the list would know that it was compiled with the particular, but not exclusive, criteria of ridding ourselves of the tattered remnants or our imperialist attitudes. At no point did the SCDU "ask the librarian and head teacher if it (a book) could be replaced by a book of their recommendation".

So far this list has not seen the light of day. However, I feel I have benefited from the experience of the SCDU in making better informed decisions on what to keep and what to discard— a continuous and essential process in library management.

I would like to reassure B. Shaw that the fact he finds disturbing, that the SCDU were "asking that those (books) of which they disapproved be replaced" is untrue.

Selection procedures and criteria used are necessarily subjective. I rely heavily on teacher recommendation. I read a great many reviewing journals. I trust most those reviewers whose bias I know. Finally I "look at" as many of the books I order as is humanly possible. There is not time to read seriously very many of the 2,000 odd publications a year I buy or the large number I discard, having no clerical or professional help. Most ILEA librarians are in a similar position. The exercise I proposed to the SCDU had no more sinister intention than to help my colleagues and in turn be helped by them to make better informed decisions,

HILARY G. EMBLING,
Librarian,
Haverstock School, Chalk Farm,
London NW1

Sir,—Several letters were published on March 20 commenting on my earlier article on abuses of multi-ethnic education by the race industry, and the headline used was "Racism: no imaginary spectre". I should like to make it clear that I have never been so naive as to claim that racism in this country today is imaginary, but I do claim that it is largely *artificial*, not at all the same thing.

Mr Richards accuses me of simplistic economics when I claim that the slave trade was the major factor in the prosperity of many West African states and says I would not say similar things about Europe. Well, my native city of Dundee flourished because of the jute trade, Lancashire had cotton, the Ruhr Valley had heavy industry and Prussia had wheat.

In order that I might remedy my alleged ignorance of the subject, I wish he had given details of "the scholarly analyses" which show that "tribalism" is an artifact of colonialism. As a child in Scotland I once heard an adult say of someone, "Oh, he's all right in his way, but he *is* a Campbell, you know." Does Mr Richards believe that the clan rivalries of the Highlands were an artifact of the internal colonialism directed from Westminster?

Also, will he please be specific about the "racial theories" developed and used in *official* circles to argue the case for slavery and colonialism? Is he aware, for example, that the 1853 constitution of Cape Colony, dominated by "racist" British, set out a franchise open to all men of whatever colour who possessed the necessary property qualification, a condition already applied in Britain? The Cape Coloureds in Cape Colony continued to have and to use the vote until after the Second World War when the Afrikaaners, *not* the British, deprived them of it. I am not an apologist for the British Empire but credit should be given where it is due.

Mr Stierer claims that there is a difference between white racism and non-white racism. This is as absurd as the claim of many Communists some years ago that the United States hydrogen bomb was a "dirty" one and the Soviet bomb was a "clean" one.

When I was teaching in a London comprehensive I, like the starry-eyed liberal I was, once chaired a sixth form debate on race. After the debate the deputy head boy, a West Indian, stayed behind and said to me, "Mr Hastie, if some well-intentioned teachers in this would only shut up about race, the kids themselves would forget about it." I felt as though I had been smacked across the face with a cold, wet dish-cloth, but on reflection later I had to agree with him. Since then I have always avoided talking about race in isolation, but have not ignored it where it has been relevant to the matter in hand. I wish more teachers would do the same.

Yes, Mr Stierer, I do claim that the race industry bears a grave responsibility as one of the major factors in promoting race consciousness in our adolescent population, thereby stimulating racial violence in and our of school. That is why I was compelled to write as I did.

There are two possible approaches to race. We can ignore it as irrelevant and look upon one another as members of the human race, with all the rights and responsibilities of human beings. Alternatively, we can be divisive, emphasising the rights of this or that part of the human race, constantly underlining differences between the parts and dwelling unduly on evils of the past instead of the benefits of the harmonious multi-racial society we could build now. We all have a choice. Which side shall prevail?

TOM HASTIE
74 Montholme Road, London SW11

Twins and IQ

Sir, – There is usually little point in replying to adverse criticisms of one's writings; the critic is entitled to his opinions, and readers rightly suspect wounded *amour propre* in anything one may say. But the review by Dr. Mackintosh (March 13) of my part in what he calls the "non-debate" with Kamin contains serious factual inaccuracies, and hence a clarification may be in order.

Mackintosh accuses me (and Kamin, but he must be left to answer for himself) "of specious and not very scrupulous argument"; as an example he instances the case of separated identical twins.

I use the statistics furnished by the 69 published cases (excluding of course Burt's doubtful figures) to arrive at an estimate of heritability of the IQ. In doing so I take into account the fact that the separate twins were not brought up in randomly selected environments, but were usually brought up in families not unlike the original ones from the point of view of socio-economic status. In order to do that I propose a small adjustment to the estimate of heritability of 10 per cent; Kamin of course argues that the entire resemblance could have been environmentally induced.

Mackintosh comments: "It is difficult to know which is the more absurd. Eysenck cannot possibly know that 10 per cent is the appropriate figure; he chooses it because it allows him to claim that the twin studies give an estimate of heritability that agrees with that derived from other kinds of study, and then to claim that the most impressive evidence for the validity of the genetic hypothesis is that different kinds of evidence all come up with the same numerical figure." If that were indeed how I arrived at this figure, Mackintosh would be right in castigating the argument as absurd. But of course there is very good and sound reasoning behind the choice of 10 per cent, which in any case is conservative; the true figure is probably much less. The line of argument adopted, is not spelled out in detail in this short and popular book; as I point out several times in my contribution, technical details of this kind are to be found in my textbook on *The Structure and Measurement of Intelligence* (Springer, 1979). One would have expected a serious reviewer to have consulted the extended argument there given (p. 110), in which the figure of 10 per cent is justified in detail. Briefly, we can look at the effect of similar environment in the absence of strong genetic factors by considering the IQ similarities between cousins; they are brought up in separate environments, but these are about as similar as those of the identical twins brought up in separation.

The figure of 10 per cent is conservative because the environments of cousins are somewhat more alike than that of the twins, and there is some genetic resemblance between cousins. In any case, my figure was not plucked out of the air in order to achieve agreement with other estimates of heritability; that would indeed have been dishonest and quite unscientific. Dr. Mackintosh may argue about the correctness of the figure's derivation; he can hardly deny that it has been derived along a reasonable line of argument which is independent of the other estimates of heritability derived from alternative sources of evidence.

Professor Mackintosh concludes that "Reasoned truth will emerge from the cut and thrust of debate only if that debate is altogether more incisive and involves more interaction than anything on offer here." In a way, of course, this is inevitable, as the debate is essentially based on issues of considerable complexity in genetics, statistics, and psychology. All that can be done in a popular book is to put down the logic of one's position in simple terms. I have argued my position in considerable scientific detail in *The Structure and Measurement of Intelligence*; no reasoned criticism of the arguments advanced has appeared in the technical literature, and it is here of course that the proper debate must take place. It is here, too, that the detailed technical information will be found on which my estimate of heritability is based; to expect such technical sophistication in a very short popular book is unrealistic.

H. J. EYSENCK,
Institute of Psychiatry,
De Crespigny park,
London SE5.

Future tense

Sir, – The March 20 issue included two contributions which should be linked and shouted from the roof-tops.

On the back page, Ted Wragg included in his sharp contribution the almost heretical notion that education is an investment. If we do not educate our children and our young people and, equally seriously, if we do not re-educate our adults, there will be little point in investment in industry for there will be insufficient people willing and able to provide the wide variety of skills and knowledge needed to operate the system.

The demand for education is falling in one respect only. There are fewer children in schools and the decline will continue for some time. There is no doubt that savings could be made in our education service but why do we always have to take the quick, easy and potentially disastrous way out. It's easy to reduce teaching posts by natural wastage.

It is easy to make children draw pictures in the three primary colours rather than the full range of colours and shades. It is easy to deny children swimming lessons. But, is it sense? It's not easy to provide a full programme of staff development to meet changing situations. It is not easy to change the antiquated bureaucracy that saps so much of the energy in education. It is not easy to rationalize 16-19 education as the agonising over the MacFarlane Report shows. But these are the things that do make sense, will ultimately save money and improve our educational provision.

The need for sound education and management in our schools is largely being forgotten in our obsession with "falling rolls".

Ted Wragg makes the point that the number of people aged 18 is going up and elsewhere, in your correspondence column, Wilson Longden spells out clearly the reasons why the numbers seeking non-advanced further education will not fall significantly, if at all.

The present wide-spread attitude to education is extremely damaging. We need encouragement; we need more sensible systems, we need streamlining in some areas and expansion in others. Let us consider our future much more and our present a little less.

F. S. ANSELL,
7 Thornway,
Bramhall,
Stockport.

Sir, – Mr. Ted Wragg regards education not as pure consumption but as investment, (March 20).

If he expects it to be regarded as such outside the world of education, especially in the field of local government, he would be wise to find where – and on whom – it is most productive to spend the money available.

I know of no other investor of funds who pays so little attention to the improvement that his money will permit in the product, nor in the return, financial or by any other measure, that it will generate.

ANDREW TURNER,
22 Norham Gardens,
Oxford.

Testing demands

Sir, – There seems to be quite of lot of "Mike Raleigh" in the TES, with the second full-page article (March 13) during the last few months. I have not met Mr. Raleigh, although I must assume he is a young with-it type of chap whose views deserve an occasional airing.

I think it high time Mr. Raleigh and his friends realise that the demands he makes upon the examination system are quite unrealistic and quite impracticable. I shall be grateful, therefore, if you can allow me to make one important point, namely, that the boards are *limited* in what they can do. They should seek to assess, in terms of an order of merit, what individual pupils produce at particular times, on particular days, during a very short period of their school careers; and into this process the whole of any board's expertise and resource should, in my view, be channelled.

Such assessment, as we all know, may be unfair: pupils have their off-days; some of them are bad examinees; a few of them are physically below par on the days in question. But it is not the Boards themselves who pretend that the grades awarded are the last-judgment verdicts of the recording angel on the pupils concerned.

What the boards cannot do is to incorporate into their judgments the whole gamut of pupils' school achievements – achievements which, at 16-plus, will have stretched over 11 years.

It is my wish, therefore, that Mr. Raleigh and his friends should seek to *reduce* the importance of examination results rather than bootor us with his demands for mixing oil with water. In my view, Mr. Raleigh would be more profitably occupied in devoting his talents towards some adequately acceptable school-based assessments which are reported quite separately, since it is the dubious nature of some of these assessments which has led public opinion to believe that an examining board is slightly more trustworthy than teachers assessing their own pupils in their own schools.

N. C. DEXTER,
Oxford Delegacy of
Local Examinations,
Ewert Place,
Summertown.

No representation

Sir, – The TES (reported March 20), that it is unlikely that the National Union of Teachers will be represented at the CATEC conference on May 17. In fact no teachers' associations or unions will be *represented* as CATEC is an organization for individual teachers. I know, however, that among the many hundreds of teachers who have written to support the Campaign are many NUT members, some of which have indicated that they will be at our conference.

CATEC is very much an ecumenical movement – it has to be to embrace both Mr Norcross and Mr Mitchell-Lambert, who would probably differ over many aspects of education! They, and all our members, to whichever union they belong (they are *not* delegates) are united by one belief, however; that self-government for teachers through a General Teaching Council is the most important single professional issue for us today, that 95 per cent of teachers want a GTC and that a consensus concerning its duties and composition must be urgently found.

ROBERT BALCHIN,
Chairman Campaign for the General Teaching Council,
7 Ridgmount Street,
London WC1.

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Talkback

Undervalued overworked

Caroline Gibbs

The recent report on the training of nursery nurses. (TES Feb 20) reveals the criticisms that were reported to the panel of inquiry over the preparation of nursery nurses for work in day nurseries. The Department of Health and Social Service and the British Association of Social Workers, among others, told the panel that the NNEB training does not properly equip nursery nurses to work with the type of child admitted to day nurseries.

The panel threw the ball into the social services court by saying that it was the job of the NNEB to provide a *general* training "concentrating on the child as a whole, in his family and social setting", while it was the job of social service departments and the day nurseries themselves to provide further training and induction into the problems encountered in working with children from deprived and disadvantaged families.

This dispute is the inevitable outcome of a changing day nursery admissions policy, which has not been matched by changes in staff training (apart from the suggestion that newly appointed nursery matrons should have a Certificate in Social Work).

During the war, and immediately afterwards, day nurseries provided day care places for the children of working mothers from "ordinary families". During the 1950s and 1960s, there was a deliberate reduction in the number of day nursery places available, since the prevailing view was that mothers of young children should be encouraged to stay at home.

This reduction in the number of places, together with the transfer of responsibility for day nurseries from local authority health departments to social services departments in 1971, means that children from families with severe social problems have had priority for admission.

The intake of an increasingly disadvantaged client group into the day nursery has led to a lowering of its status. As a result, unlike nursery school staff who are convinced of the positive value of their work, day nursery staff tend to have no great confidence in their's.

Working with the most disadvantaged children – and their families – can have a severe effect on staff morale, and this is aggravated by numerous discrepancies between their pay and working conditions and those of nursery teachers. Day nursery staff work a longer week than nursery teachers, get less pay and have shorter holidays.

This disparity is a particular problem in the setting up of integrated nursery education and day care provision for under-fives in combined nursery centres, where teachers and nursery nurses work side by side in conditions quite different from those of nursery schools or day nurseries.

The position is a topsy turvey one in which the most disadvantaged children are cared for in the most poorly supported type of provision. Because of the admissions policy, staff (many of whom are in their late teens and early twenties) have to face the demands of children whose behaviour, development and emotional adjustment are often far from normal.

The effect on already disadvantaged children of being cared for by staff who feel under-valued, under-paid and over-worked, with the associated lowering of morale and energy, should be of great concern to all those interested in care and education for the under-fives.

Another change in social services policy for which little or no training provision has been made is that of the increase in emphasis on working with parents in the day nursery. Helping depressed adults through counselling is a role for which many social workers are not adequately trained, and yet nursery nurses are expected to be able to cope.

Unless day nursery nurses are given help in developing the necessary skills, this policy, which is sound in theory, will fail to work in practice and will be written off as an unrealistic fad.

It must be the first priority of the new nursery nurse board, when it is convened, to open up a dialogue with the DHSS and social service departments on in-service training and support for nursery nurses in our under-resourced day nurseries.

Caroline Gipps is a research officer at the Institute of Education, University of London, and co-author of Combined Nursery Centres, *published last week.*

Educating the majority

Greta Akpeneye

The tragedy of British society lies not in the fact of racism but in the attitude of people like Tom Hastie ('Encouraging Tunnel Vision', 6th March). No government policies or commissions set up to solve problems caused by racism can be effective as long as the majority of the indigenous population, like Tom Hastie, refuse to face reality. They are intimidated by the suggestion that their society is racist and, with worn out arguments, try to convince themselves and the world that racism is what happens in the United States but not in Britain.

When Tom Hastie suggests that "The racist conditions and attitudes which prevail" in the United States and Africa are "transferred to Britain whose traditions and history are different", he must have temporarily forgotten that period of history when British imperialists took the British tradition and history to their expanding empire in places like the United States and Africa.

Anyone in Britain who makes a statement that "Race is rightly ignored as something irrelevant" is surely guilty of racism. How can a person's race be irrelevant in a world of passports and official forms which ask for "country of origin"? Far more important than officialdom are the differing customs, languages, ideas and appearances, which are largely a result of race.

What is racism but the inability to show respect for another race, and indeed to grant to other races the same humanity as that given to one's own race? Can any person say that the majority of the British respect the minority groups and treat them with the same respect they would show one another?

I would join with Tom Hastie in objecting to the statement: "Most white people in Britain have some form of racial prejudice, the result of their upbringing and education". I would amend it to read: "All people in Britain have some form of racial prejudice, the result of their upbringing and education".

If teachers pursue a policy that regards race as irrelevant, they will be guilty of the continued promotion of racism.

It is not the actions of the "morally and mentally crippled" who are overtly racist which constitutes the major racist elements. It is the constant wearing away of confidence, the denial of other cultures implicit in the general disregard for anything not British, the suspicion, fear, and embarrassment caused by lack of knowledge and the pressure from the society to change, conform, behave like the British or fail.

Race is NOT irrelevant. Without racism, there would be no need for the CRE, or multi-cultural inspectorates. Because these organizations concentrate their efforts on the minority groups, they fail to make any significant impact. Just as women and the working classes will fight to improve their conditions in the society, so all minority racial groups will fight for their rights.

It is the majority who need educating, who need the help of the race relations organizations; minority groups are well aware of racism. Those in the majority group who know, refuse to face the truth, and content themselves with whining words, which generally imply "History shows that all races have practised some kind of racism, why should we be the only ones to be blamed?"

May I suggest a far more useful and positive approach: "British society is racist, what can we the British do about it?"

Greta Akpeneye is head of English, Priory Park Girls' School, Lambeth.

Control or repression?

Caroline Elton

"It's March 18. It should not take you 240 seconds to put out your homework and get your tongues under control so I can dismiss you to go to the closet."

This particular teacher taught in a 100 per cent black elementary school in inner city Philadelphia. Recently I observed him and his class over a two-month period.

The school was in the American equivalent of an Educational Priority Area. The neighbourhood consisted of decaying houses and urban wasteland. The building was daubed on the outside with graffiti quite unintelligible to an outsider. There was no trace of these mysterious squiggles once inside.

The corridors were covered with a collection of "instructive" posters exhorting children to brush their teeth, read books, etc. There was a conspicuous absence of black faces on these posters. The only immediate sign that pressures from outside found their way inside the building was that all doors – even the lavatories – were locked.

I observed a top-stream, fourth-grade class (9- to 10-years-old): 32 children, an equal number of boys and girls. The streaming had been based on results in standardized tests in maths and language skills. While this particular class came in the top 5 per cent of the country, most of the other children came from below the national average. The teacher was male, white and in his mid to late 30s.

On my first morning the children were standing up, hands on their heart, solemnly reciting The Pledge.

"... One nation under God, indivisible, with liberty and justice for all ..." If the irony escaped the children, it didn't escape me. I grew immune to it after a number of weeks.

What struck me most during the first few weeks was the all-embracing control that the teacher exerted over the class. The children did not talk among themselves or get from their seats without first being given permission.

Even more surprising was that the smallest details of behaviour – from the manner in which the children hung their coats, to their posture in the queue for the pencil sharpener – came under his scrutiny. Sometimes he even controlled access to the lavatory during break, by asking children to spell a word before he would excuse them. If they got their spelling wrong, they were still allowed to go.

For a number of weeks I was very disturbed by what I had seen. I saw the teacher's behaviour as his attempt to "civilize" his pupils, as if he believed that they were lacking in basic social skills. However, this tale would not be very interesting if it ended here. Who doubts that many black children receive their education from teachers who assume that their pupils are in some way deficient?

When I began to look at how the children responded to their teacher, I realized I had misjudged him. I noticed that the children often brought things from home – letters, magazines, puzzles – to share with their teacher. The class also showed enormous persistence with and enthusiasm for their school work. For example, it was common for them to do extra homework on top of an already heavy workload.

I began to see that the teacher had a very great respect for his pupils, and for their families. He often stressed that parents, brothers and sister were good sources of knowledge that should be tapped. He would also never let his pupils accept that something was too difficult for them.

Then why the rigid pattern of control, if the teacher had this respect for his pupils? First, as every activity that went on in the classroom came under his scrutiny, no child could ever entertain the idea that their teacher didn't care.

Secondly, the teacher often attributed good school work to good behaviour, so that a correct answer might be attributed to correct posture, while a wrong answer would be explained in the opposite terms. In this way he was able to explain to the children why they made mistakes, without casting doubt on their inherent ability to succeed.

This is not intended as an apology for the education that many black inner city children receive. Neither am I suggesting that strict teaching *is the* answer, for this was an exceptional teacher with an equally exceptional class.

From visiting this classroom I learnt that tight control is not always synonymous with repression, or an indicator of a lack of understanding on a teachers' part. Equally, a white teacher in an all-black classroom doesn't necessarily spell disaster.

Caroline Elton is a student teacher.

Victims of breakdown

Bill Boyle

Paul is eleven, normal, football crazy, Liverpool fanatic, enthusiastic, competitive, any game, any time. He represents his school in every sport possible, from chess through cross country and athletics to football.

He has just been placed on a supervision order by the local juvenile court for breaking into the neighbouring primary school with another boy. His father is in Risley, awaiting trial for butting his mother in the face and beating up Paul's elder brother, when he intervened to protect his mother.

Paul has witnessed these assaults on his mother regularly for at least five years. The father is moved on by the police (after each disturbance) only to break back into the house once the coast is clear, when he needs a free bed for the night, or whenever the mood takes him. The local social worker described the back of the house, doors and windows, as resembling the aftermath of shellfire.

Paul has heard his father say repeatedly that he is going to kill Paul's mother before he finally goes. Paul's younger sister often takes a knife to bed and sleeps with it under the pillow. On nights when the father breaks in, often at two, three o'clock in the morning, Paul, his two brothers and two sisters, all huddle together in the mother's bed.

Sometimes there is no trouble, and the father moves on quietly when he has better things to do. At other times, he picks a quarrel with the mother as an excuse to beat her up, being careful to lock the door, so that one of the boys can't run to phone the police. On many of those occasions, one of the boys gets between father and mother, enraging the father to the extent that the child usually gets beaten too.

Paul is only one of the increasing number of children appearing before the courts with such experiences. These cases appear to be the result of a disturbing increase in the incidence of family breakdowns. Unemployment appears to be exacerbating the problem. Young marriages, possibly small children to cope with, already foundering for economic reasons, now have to make major readjustments, as the male sees his role of provider diminished, or denied him.

Paul's case, and the others like it, throw into relief the question of the forming of children's attitudes. The effect of authority figures upon Paul's behaviour is enlightening. There has to be a relationship between him and the adult (be it teacher, social worker) before he will respond to, or even accept, instruction, help, guidance.

There is likely to be a violent outburst if he feels that he is being spoken down to or treated with contempt (the father syndrome of feeling he is sneered at by the mother, the world, for being an inadequate provider). His level of tolerance is very low. He is over-cautious, in the extreme, in relating to people.

He has erected his own personal survival wall around him. Every month the wall is getting higher. Will the lessons of his home life provide him with his models for adult behaviour? Who can mould these children's attitudes strongly enough to overcome these primary influences – the school, the social services?

As unemployment increases, how are we to educate the young to accept failure? Are our schools, our teachers, even aware of the need to cope sensitively with the increasingly demanding role of surrogate parent?

Most Social Priority schools have one or more Pauls on their rolls. Are we content to sit back and make sympathetic noises as they stumble into our juvenile courts in increasing numbers? Or is a genuine attempt being made to educate the families along with the child for their changing role in a rapidly changing society?

Bill Boyle is head of English, Manor Middle School, Birkenhead, Merseyside.

Network

■ The spring issue of *Forum* includes an article on educational standards, and the cuts, in which the principal of an upper school and community college relates the topic to the Assisted Places scheme. There is also a symposium on the theme "Reflections on Children's Learning" and a piece on the campaign to retain 11 to 18 schools in Manchester. Copies (price 85p, or £2.50 for three copies a year) are available from the Business Manager, 11 Beacon Street, Lichfield, WS13 7AA, tel: 054 31 51159.

■ Coping with the System, "a brief citizens' manual", has been written especially for school leavers and students whose first language is not English. The section on children and education covers the underfives, choice of school, suspension, courses, jobs, and interviews. Other sections deal with money and benefits, housing, health, consumers, law and politics. The booklet is co-published by the National Extension College and Inter-Action. Copies (price £1.95) available from bookshops or (plus 35p postage) from Inter-Action Imprint, 15 Wilkin Street, London NW5 3NG tel. 01-267 9421.

■ The winter issue of the quarterly *World Studies Journal* focuses on the Brandt Report. It includes an edited version of Willy Brandt's Marshall Plan Memorial Lecture on the challenge of the Report to today's educators; a piece by Lady Young on Education for International Understanding; another by Lord Elton on Education for Human Awareness; and a concluding article by Jonathon Porritt of the Ecology Party on Education and The Politics of Ecology. Copies (price £1.25 inc. postage) available from World Studies Resource Centre, Groby College, Ratby Road, Leicestershire, tel. 0533 879921.

■ The *Manifesto for Change* published on January 10, in the TES, is now available in off-print form, free of charge. For copies, send a stamped addressed envelope to: The Editor (Network), or ring 01-837 1234.

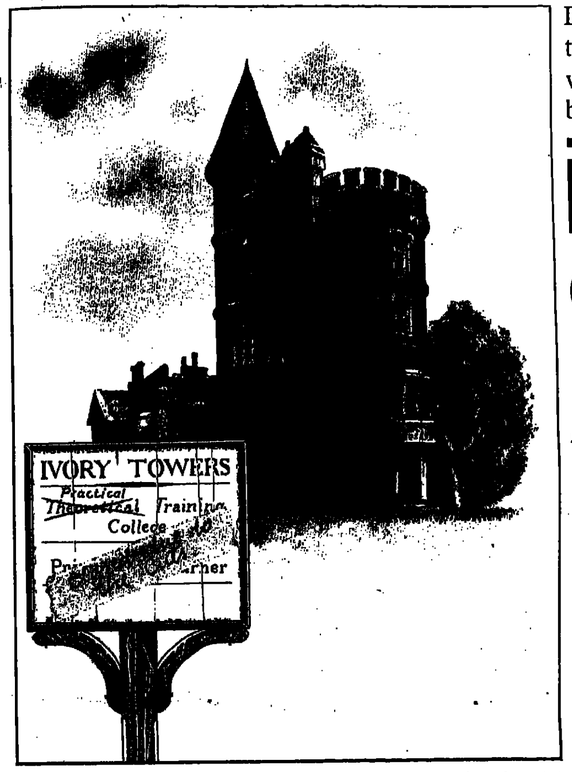
■ "Community, Culture and Classroom" is the theme of this year's annual conference of the National Association for Multiracial Education, to be held on April 14-16 at the City of Birmingham Polytechnic. It has been chosen "to challenge thinking about the way we serve the community and how we use it as our most important resource in the classroom". The keynote address will be given by Dorothy Kuya, race relations and ethnic advisor for Haringey. Further details from Madeleine Blakeley, General Secretary, 23 Doles Lane, Findern, Derby, tel. 0283 702848.

■ Children at Mount Pleasant School, Southampton, have been working on a photographic project which has resulted in an illustrated booklet, *Come to Kingsland Market*, published by Southampton Community Relations Council. Working with a photographer-in-residence, Joy Harrison, the children took and printed the photographs, and wrote and edited the accompanying text. The book will be of particular interest for those working with children whose mother tongue is not English. Copies (price £1 including postage) available from the CRC, 4 Northbrook Road, Southampton, SO2 0BY tel. 0703 29646.

features

David Harris and Les Sharpe argue against trends in teacher training courses which are reinforcing the familiar split between theory and practice

Retrogressive and damaging



In a climate of severe cuts with a threat of another round to come, survival for the former colleges of education has become a predominant concern.

This is understandable to a point. Recent developments, such as the two A level entrance requirement, have seriously threatened the supply of students to certificate and BEd courses. In their place, the degree plus PGCE route grows in popularity.

For colleges of education, this presents a basic logistic problem: simply put, BEd courses run for three or four years, whereas PGCE courses run for one year only. Unable to increase their PGCE numbers substantially, and often unable to diversify further, colleges must seek a solution in devising more relevant and distinctive BEd degrees which are, above all else, marketable.

There seems to be one common response which is alarming: BEd courses are becoming much more narrowly vocational, more professional, more to do with training. They seek to offer an attractive practical route in to teaching, as an easily identifiable alternative to the academic route afforded by the degree and PGCE.

Further, they appear to promise jobs to would-be applicants by dichotomizing the needs of schools: schools need academics to teach the top streams, and professionals to teach the bottom streams. The analysis is appealing, but hardly new. It is nothing less than a restatement of the training college rationale; a return to the old pattern of stratification between university departments of education and training colleges.

The idea of academic teachers for the able pupil, and trained teachers for the less able, is disturbing enough. But what is more disturbing still is an underlying convergence between the two. In reverting to their training role, colleges are shedding their relatively recently acquired status as educational institutions. They are increasingly becoming places where "how" to do take priority over reacted to the climate of opinion, fostered that BEd courses converge with PGCE courses, which have always tended to emphasize practical training.

There are a number of possible reasons for these developments. Primarily, colleges seem to have over-reacted to the climate of opinions, fostered by Labour and Conservative administrations, that pragmatically relevant courses are the only justifiable ones. Where diversification has occurred, it has sometimes led to a division among staff into theoretical academics and practical educators. These factors have added to the already familiar split between theory and practice in education courses. We want to argue against these trends, which we regard as retrogressive and damaging.

The present trend towards professionally-oriented courses runs against a mounting body of evidence which demonstrates that professional practice does, and must, involve all sorts of beliefs and assumptions about children, their motivations, their interests, culture, capacities, family background, and so on. Some elements of professional perspectives are, of course, well-thought-out practical judgements about what is effective in classrooms.

Other elements, however, consist of stereotypes about particular sorts of children and their families, of dubious views about motivation, communication, and discipline, and even of rather cynical or resigned strategies for getting through the day or career building. Professional studies courses themselves contain even more vital semi-explicit assumptions and beliefs which affect, for example, the selection of examples of good practice to be discussed.

When these examples are to be applied by students in particular schools, all kinds of assumptions are involved again — about the requirements of pupils and staff, about school organization, and so on. All these assumptions can be seen as pre-theoretical. They're often left implicit, but they are of crucial *practical* importance. The wrong assumptions can lead to an unthinking commitment to one definition of good practice, or, more likely, to the creation of all kinds of unintended consequences.

Only by theorising can students and others examine and reflect upon these assumptions. Thus, the choice is not between theory and practice. It is really a choice between being bound by implicit pre-theoretical assumptions, or operating as a teacher with explicit, testable and well-grounded assumptions.

Of course, there is a wide-spread resistance to the need to expose and discuss assumptions in professional practice and in experiential courses: teachers and college lecturers feel uneasy about having to reflect upon their hard-won experience. Yet overwhelming evidence exists to show that, in general, schools are not succeeding in educating the largest proportion of their pupils. The campaign against the cuts has diverted attention away from what used to be recognized as a crisis in education. Existing professional perspectives are at least partially responsible for the crisis, and there is now a serious doubt about the new progressive curricula and pedagogies as solutions to this crisis. Nevertheless, many colleges still see the answer to the educational crisis in the provision of ever more detailed and lengthy professional, experiential courses, often with a heavy emphasis on the new approaches.

Former colleges of education must have a distinctive role in the education of teachers. They should neither duplicate the role of schools in this process, nor should they associate themselves uncritically with the views of government, the profession or any other interested party. Education courses should involve a critical distancing.

A college course represents a chance for intending teachers to be reflexive, analytical and critical (without being totally negative) about what goes on in schools and what is desirable in education. This chance must be exploited to the full: for many teachers it will be their only real chance to think about teaching systematically away from the pressure of everyday work in schools.

Several implications follow from this view of the college's role. For example, teaching practice should become a kind of participant-observation activity, instead of a straight-forward induction into the teaching profession. This view involves a re-thinking of the current slogans about the need to link schools and colleges more closely, especially if these slogans lead to students being prepared for full and uncritical participation in teaching as seen at present.

We are not arguing simply for more conventional theory courses in colleges: these are often notorious for their pursuit of topics of internal theoretical relevance, which can ignore the positions from which students start. Real professional activities of actual teachers should be the material which is theorized about, at least initially.

So, for example, the issue of classroom discipline, which concerns most intending teachers in our experience, could be dealt with by students researching current disciplinary practices in actual schools, and being helped to theorize about discipline by college lecturers who can contribute actual materials (not anecdotes) on theories of motivation, on pupil involvement, ethical arguments, research on unintended consequences of disciplinary practices and school rules, and so on.

Such analyses would not undermine students' confidence. On the contrary, it would help them to become much more confident, reflexive, discriminating and effective in their chosen use of disciplinary techniques, and more realistic in their knowledge of the constraints on practice.

Above all, theorising as an activity must cease to be treated so apologetically. The often-heard complaint that theory does not fit practice must not be allowed to divert attention away from the problems of practice, as if often the case. Experience, and those professional practices based on it, is far from being above criticism: *selective* experience, and *idealized* practice even less so, as we have argued.

Colleges must encourage sophisticated and balanced criticism of professional practices. This must be the rationale for their continued existence, and it must be stated positively and confidently.

Persuading staff and students to abandon the safe realms of professional perspectives, and to engage in theorising, will be as difficult as ever with the new students. But the alternative is for colleges simply to reproduce selected professional perspectives found in schools, in a mistaken drive for vocational relevance and marketable courses. The net result of this might well be to turn the clock back to the days when teachers were technicians, armed with a handful of tips, recipes and examples to complement their subject expertise, and expected to adopt a fossilized set of values at the opposite end of the spectrum from most of their pupils. Trained in this way, many new teachers would be completely unprepared for the crisis that awaits them in many schools.

New teachers rapidly acquire professional perspectives as soon as they begin to teach. All the more reason, then, to use the time in college (especially for post-graduates) to prepare teachers to think for themselves, to decide which elements of a range of professional perspectives should be adopted, and which abandoned or changed.

David Harris and Les Sharpe lecture in sociology at the College of St Mark and St John, Plymouth.

Disarmament is the third most popular subject for discussion at the forthcoming NUT conference. Rick Rogers reports on moves to get the 'nuclear option' into the mainstream curriculum.

Arms and the child

"In such a struggle, each side would have the capacity to inflict upon the other a degree of devastation which has never before in human history been either possible or imaginable. An armed clash involving the interests of either side is, therefore, likely to lead to the virtual destruction of both and not merely to conquest or defeat. In the light of these considerations the Government have come to the conclusion that education could not be continued in the sort of conditions expected to follow a nuclear attack."

That description of the ultimate education cut comes from a 1964 Ministry of Education circular 3/64, called *The Education Service and Nuclear Attack*. It deals almost exclusively with how school buildings could be made use of in the aftermath of a nuclear attack on England and Wales. They would become information, first aid and community care centres. The children, it is assumed, would either be in shelters at home, or dead.

This circular remains current policy, although copies are unobtainable—it's too old. One regional emergency planning officer has called the circular "dangerously out of date". The Home Office is working on a review of such policies and hopes to present the DES with the next circular to issue sometime next year. It seems, though, little will change, except that the decimated school meals service can no longer be used for "the emergency feeding of the civil population"—the 1964 intention.

Yet how many schools give children the opportunity to learn and discuss the issues surrounding nuclear weapons—and why such circulars are published? The evidence reveals only a few do so, but that many schools would like to, given the right kind of materials—and courage.

There are problems for schools when they take on such controversial issues. Simon Fisher, director of the World Studies Project, put it thus: "A small minority of teachers are trying hard to do the subject in an honest way. Those who do agree to teach it will have strong views either way. The best method is to treat the nuclear issue as a dilemma in which children can explore and test out their own set of values."

Nevertheless, a growing number of secondary schools are beginning to provide "a nuclear option" in the mainstream curriculum. Usually the issues turn up in world studies, development or peace education courses; they have been given added impetus by the Brandt Commission's recommendation that schools should give much more attention to international problems.

The Groby community college in Leicester—a 14 to 18 comprehensive—has gone further than most schools by offering a *Conflict and Violence* CSE and GCE exam course. A *War and Peace* course includes project-work options on the history and aims of CND, the 1962 Cuban missile crisis, the pros and cons of deterrence and disarmament, a thought-sheet on *The War Game*, and writing a story on "My last four minutes".

Many students at Groby belong to CND and Peter Watkins' television documentary film *The War Game* is screened regularly for students and parents. All students require written approval of a parent in order to see it—there has been only one withdrawal in the past three years.

Elsewhere, the Joint Matriculation Board (JMB) includes a *Twentieth century warfare* course in its GCE O level integrated studies syllabus, which provides the chance to study nuclear warfare. A York university general studies project for schools also contains nuclear material (published by Longmans), as does *World in conflict*—part of a Thomas Nelson/World Studies Project series.

Otherwise, discussion of nuclear issues might come up in history, moral or religious education lessons. A science syllabus might deal with the general principles of how nuclear weapons work.

Even a few primary schools touch on nuclear war through songs and drama. One south London primary school recently held a drama lesson on preparing for a nuclear attack, with the children piling desks and chairs against doors and windows. Not surprisingly, several children became extremely upset.

Schools broadcasting has not handled nuclear warfare at all, although the BBC is considering it for the *Scene* series for 14-to-16 year-olds, to go out in Spring 1982.

In Britain, there is little official help for ensuring that such issues are tackled "in an honest way"—if at all. In contrast, government grants in the Netherlands support peace education courses in schools and information packs on nuclear war. In the West German state of Hessen, where political education is a compulsory school subject, there is a special course on the neutron bomb.

It is through peace education that the nuclear issue is most likely to develop. Various departments of peace studies have now opened up in universities and other higher education colleges, such as Bradford and Lancaster. Their influence is spreading into schools.

The Leverhulme Trust has been sponsoring a three-year peace studies project for secondary schools at the Atlantic College in Wales. According to Simon Fisher, there is "a strong groundswell of peace education teachers, especially in city schools, who haven't quite got together yet as a unifying national group". But that is coming.

At the same time, many young people in schools are taking their own initiatives. Schools Against the Bomb (SAB) was set up in March last year. A group of young people at a north London independent school started things rolling after a screening of *The War Game* at the school. SAB has now spread to other state and private schools throughout London and outwards to Oxford, Cambridge and a handful of schools in Wales.

The basic intention is "to explain to school-children what the issues are". The attitude of SAB's members, as summed up by one founder-member, Samantha Taylor, is "pessimistic but not fatalistic—the fact of doing something makes you feel much better". The group is developing a type of protest-pedigree:

'Proper little trouble maker, aren't you?'

CND demonstration, vintage 1958.

anonymous letters to the national press declaring the organisation to be infiltrated by the extreme Left, and a banned television slot on Thames *Help* programme. The main national aim, through petitions and marches, is to persuade the BBC to show *The War Game*. Next month they will hand in a petition to the BBC.

SAB's reception by teachers has been mixed. Some schools have readily provided access to duplicating equipment and classrooms for meetings. Others have refused all help—a few to the point of banning the group completely. Since SAB has only recently become "an official membership body" (annual subscription £1), its numbers are as yet thinly spread. But they *are* growing—as are the ranks of CND.

The Campaign for Nuclear Disarmament is the inevitable focus for the renewed interest in the nuclear issue, as much for young people in school as for adults. CND has just formed a youth section, and there are now more than 30 young CND groups, with a total membership topping a thousand. Youth CND produces its own magazine *Second Generation* and, conscious of the sparse funds of schoolchildren, has fixed a discount membership fee of 50p, instead of the usual £2 for young people.

The War Game film has become a potent recruiting aid both for CND and SAB. The irony is that many more people have probably now seen the film than would have done had the BBC not banned it from a television showing in 1965. However, the BBC did release it for cinema and club screenings.

The British Film Institute—one of several organizations that loans copies of the film to schools, colleges, film societies and pressure groups—says it is "virtually the single most heavily booked film in our library". CND has numerous copies for hire—and there is now a video-cassette version. The BBC has consistently refused to allow a print to be sold to any other television company—a common enough practice. But the film *has* been shown on American pay-TV networks.

Schools show *The War Game* at their own discretion—the British Film Board's X-certificates applies only to commercial screenings. However, some local education authorities insist that schools abide by the viewing conditions of such certification. (That can be problematic—several GCE set books have become X-films.)

For those who support the nuclear deterrent, there is, on the campaign side, the Federation of Conservative Students' *Peace through strength* campaign. Aimed largely at poly and university students, the campaign backs the government's nuclear policy and presses for a still harder line on defence issues. It will provide speakers for schools if asked.

In addition, there are the NATO-oriented and Foreign-Office-funded British Atlantic Committee (BAC) and the European Atlantic Movement (TEAM). They supply material and speakers on the nuclear deterrent and arrange visits to NATO headquarters. Their main clientele are the private schools, although both are trying to "get more into the state schools". BAC has some 50 school requests a month.

A 1980 NATO-sponsored survey of 16-to-19-year-olds in state schools found that "only two-thirds" of students knew about NATO. The survey team concluded that there was "scant knowledge" of defence issues. Yet, the survey revealed a mix of sophistication and ignorance among the students, and provided as much insight into the narrow European preoccupations of NATO as into the attitudes of young people.

An independent trust-funded research group—the International Institute for Strategic Studies—offers a statistical service to schools ("mainly at sixth-form level") on arms, conflict and security matters. It tends to use the same speakers as BAC and TEAM.

Britain's nuclear policy will obviously be a major political issue for years ahead. That, and the government's current publicity campaign on civil defence and nuclear shelters, make a powerful case for ensuring that young people have a variety of views and information to hand when making up their minds about deterrence and disarmament.

THE BRITISH FILM INSTITUTE AND BBC TV PRESENT **THE WAR GAME** 'X' directed by PETER WATKINS

A still from the film that has become a potent recruiting aid for CND and Schools Against the Bomb.

Rick Rogers is education correspondent of the New Statesman.

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This article appears in the April issue of *Where to find more about Education* published by the Advisory Centre for Education.

Are they merely a consolation prize for pupils who reject the schools' curriculum and values? Why is the government suddenly interested in this form of assessment? Bob Doe reports on pupil profiles

For low achievers only?

Profiles are said to provide the motivation and sense of purpose lacked by those who will not shine in public exams. But are they just a fashionable panacea, the technical and financial implications of which have not yet been fully realized?

There is clearly widespread and powerful backing for broadening the assessment of pupil achievements. Schools are clamouring to take part in the field trials the Schools Council is planning, and the idea has the support of the TUC, the CBI, the Government and even the European Commission.

But how far does this apparent unanimity go? There are considerable differences about exactly what pupil profiles are, and about who and what they are for. Are they merely an appendage to the exam system? Or do they represent a fundamental shift away from the academic curriculum, that in the past has left even some of the ablest unable to communicate effectively, and devoid of a whole range of essential life skills.

The general idea behind profiles is that every child finishing their 12 years of compulsory schooling should have a piece of paper saying something about their achievements and attributes that will be of some use to an employer or a college. But the title *profile* has been applied to a whole range of different ideas and schemes.

These include profiles of exam performance, in which the separate skills tested by an exam are graded separately. At the simplest level, for instance, this could mean a foreign language mark would be split up into separate marks for oral, comprehension, translation, reading and writing etc. Most exam boards are computerised, and could probably handle the listing problems, though most employers would probably simply add them up again and take an average.

The Swindon Record of Achievement is another scheme that has been called a profile. It concentrates much more on recording pupils' own accounts of their experiences and achievements both in and out of school. What goes into it is left very much up to the pupil though it has been found that 'low ability' pupils often needed a great deal of help in filling it in.

A Schools Council evaluation of the Swindon RPA found employers had little faith in it, however, and cast doubts that are now widely held on any scheme designed solely for non-examination classes.

Another idea is that teachers should give profiled reports about pupils' characters or personalities. This raises a number of issues about fairness, objectivity or even practicality. Are teachers equipped to make such judgments? Do they get to know individuals in large classes well enough, and would their standards be reliable or comparable?

There must be serious doubts about the relevance, let alone the fairness, of judging pupils against a school background they may be anxious to leave. Arguably their behaviour is as much a reflection of whatever the school is or does as of any immutable personality trait in them. The same individual might be transformed at work, and it is questionable to blight their chances with old emnities.

The Scottish Council for Research in Education developed a profile scheme for the Scottish Headteachers Association that suggested teachers should give estimates on a one to five scale of such things as pupils' perseverance; enterprise; reliability; confidence; carefulness; social competence and leadership, as well as oral, written, graphic, aesthetic, numerical and manual skills. It never really caught on, however, largely because it involved too much teacher time and paper work. This is seen by some as the main drawback to all profile *schemes*.

More modest schemes concentrate on recording achievements in some of the more basic skills that are either below the level of the public exams, or not specifically tested by them. One well-thought-of example is the personal achievement record (PAR) devised at Evesham High School in consultation with local employers.

The Evesham PAR covers 60 language, maths, practical, personal and social skills employers might be interested in. To ensure all staff apply similar standards, each is fairly precisely defined.

Many of the PAR skills are those most pupils could be expected to achieve, such as "legible handwriting"; "can write simple sentences"; "good understanding of rules of number"; "can use simple tools safely"; and "is punctual". But because the Evesham PAR is aimed at a wider range of pupils, other skills are more demanding, such as "can give simple instructions in a foreign language"; "understands VAT"; "can type at 30 wpm"; "can work accurately from a drawing or pattern" and "can address an audience in public".

The credibility of the Evesham PAR has still to be tested. So far a fairly wide range of pupils have opted to use it, and employers have backed it both with suggestions and money. But it remains to be seen whether it can ever earn the kind of status reserved for examinations even amongst the staff and pupils, let along employers, in a country obsessed with external assessments.

The support and encouragement of local employers is clearly vital to profile schemes, and this may be one reason why the Evesham PAR may not be directly transferable to other schools. But by concentrating on too narrow a range of skills related to immediate employment, there is the danger that profiles will fail to fulfil one of the other functions suggested for them—the provision of diagnostic information. This will increasingly be needed for guidance and selection if post-school education and training become much more widespread as jobs for school leavers disappear.

Profiles of achievement seem to have been conceived as a means of mitigating some of the bad effects of an outdated curriculum and exam system, rather than as a means of putting it right. Schools like Evesham High can hardly be blamed for that. They have to start where they are rather than where they might like to be. But the Government seems to see in records of achievement a way of retaining the *status quo*.

Initially, at least, ministers seemed to see them as an alternative qualification for the lower achievers, leaving the new 16-plus free to concentrate on traditional ability groups and content. So keen is the Government that it has pressed the Schools Council to start field trials before it has found out what is going on around the country.

The Government is unhappy with the downward creep of credentials in which many more than the top 60 per that CSE and O levels were originally designed for now take these exams. Ministers seem to see in profiles a justification for slamming shut the 16-plus at the sixtieth percentile.

Others do not accept this artificial barrier. John Tomlinson, chairman of the Schools Council, sees in the new 16-plus an opportunity for bold curricular reforms, bringing in many of the social, personal and communication skills absent from the present formal curriculum.

That battle has still to be fought, and profiles of one sort or another may well be pressed into service on both sides. But in what new style of curriculum based more on skills than knowledge, some form of profile may well be the only sensible way of recording pupil achievement. Profiles could also fit in with the Government's other concern over the 16-plus—that national criteria should be drawn up to make it clear what a pupil can do if he or she passes in a subject.

There are undoubtedly ways in which profiles could prove to be the answer. But in what form, for whom, and for what purpose, rather depends upon what the question is.

review

Fluttering fig-leaves

Kenneth Minogue in an ideological wonderland

Science and Sexual Oppression: Patriarchy's Confrontation with Woman and Nature.
By Brian Easlea.
Weidenfeld and Nicolson. £15.00 and £7.50.

Science and Sexual Oppression is really three books in one, and each is concerned with Sex, the easiest of all subjects on which to fall into nonsense. The first "book" consists of a sermon recommending that we should give up our aggressive, risk-loving propensities and learn to live rich intellectual and sensuous lives of a more feminine sort. The differentiation between men and women ought to be replaced by equal caring and sharing; and the phallic world of male initiatives should give way to reciprocal relationships of continuous tenderness. Mr Easlea takes the view that the male passion for such enterprises as climbing Everest, hurtling into space, or risking life and limb in sport or war is no more than a desperate attempt to compensate for the fact that males can't bear children and suckle them. The attempt not only threatens us with nuclear disaster, but is unnecessary, and Easlea recommends as perfectly realistic a utopia of sex, seminars and sharing.

Being a contemporary preacher, however, Easlea stiffens his sermon with an analysis of the human condition, which constitutes the second "book". He rejects Freud's penis-envy theory of feminine psychic development and argues that the really fundamental developmental problem faces men, who can only evolve into independent personalities at the price of a fatal distancing of themselves and their inclinations from their mothers. Such independence is a pyrrhic victory, for men continue to be faced with both gender and penile insecurities. Unable to "parent", men set up their own protected realms of activity and achievement. They exclude women from these realms, and then declare women inferior because they cannot satisfy the values of the very areas from which they have been forcibly excluded. Even the recourse to such desperate remedies is insufficient to assuage male insecurity, and some of Jean-Paul Sartre's loonier utterances about the voracious and demanding nature of the vagina are wheeled on to demonstrate the fright that really lies behind the swagger of the male.

At the heart of all known societies, with the exception of a few remote and lovable pygmies, there thus lies the curse of patriarchy, which is a structure of thought and institution designed to assuage the perverted aggression of men. Sexism is patriarchy's articulation in beliefs and attitudes. The epoch we inhabit is (of course) the crisis of patriarchy, because the rise of feminist movements has steadily eroded all those lingering male preserves, and men are left, as it were, with nothing but a few residual fig leaves which can no longer guarantee male superiority, but which yet stand in the way of the inevitable triumph of a more rational manner of enjoying human existence.

The theme of patriarchy is used as a key to explain the third of the "books" contained in *Science and Sexual Oppression*: a rather selective and popular intellectual history of modern Europe. The argument is that modern science began in the seventeeth century as another of those masculine redoubts designed to keep women in their place. The evidence consists in some metaphorical analysis about the supposedly "active" and "penetrating" character of the scientific enterprise, and an argument that the early modern scientists were bent on destroying the old concept of Nature as an earth-mother and replacing it with a boring idea of matter as inert and lifeless. Nature was to be defeminised as one more frantic expedient in the war of the sexes. Easlea's historical thrust (if I may put the matter in so vulnerably phallic a manner) sweeps through the Enlightenment and comes to rest among our Victorian forefathers who are praised for reviving a more active conception of matter in the theory of evolution, but castigated for their well known and unappealing idiocies, such as hysteria about masturbation and a propensity for performing clitoridectomies so as to diminish the threat of female sexuality to male self-esteem.

As a popular historian, Easlea tends to be snippety. He hops about from point to point deluging us with bits of information and keeping us informed of his feelings by a generous scattering of exclamation marks. The deeper problem, however, is that what he writes isn't history at all. It is merely a chronologically ordered illustration of his fundamental analysis of patriarchy "in confrontation with" (as the sub-title has it) Woman and Nature. The result is that he entirely misconstrues the arguments he is dealing with, since he is only interested in them as symptoms of the pathology he has discovered. The scientific presuppositions of a law-governed universe become "the patriarchal *desire* for law and order" (my italics) which "if creation of life is a characteristic feature of what is female, the physicalist desire to deny that life really exists appears to reflect a compulsive need to deny a 'feminine' aspect to the cosmos." There is no basis whatever for all these needs, desires and compulsions supposed to animate the words of scientists who are usually simply advancing a theory, true or untrue, about the world.

Mr Easlea is, then, an exponent – and an entertaining one – of the modern art of ideological analysis. Life is discovered to be a struggle against oppression, and the oppression is unlayed in terms of the familiar abstractions: race, sex and class. Everything gets a mention, from fascism to the supposed white middle class envy of the sexual potency of blacks – a tribute, perhaps, to Eldridge Cleaver who (before being 'born again') produced some superb variations on this theme in *Soul on Ice*. Insecurity, especially among people mistily identified as 'the ruling classes' is Easlea's characteristic engine of explanation. The Marxist model lies in the background, as it inevitably must, but Easlea has some hard words to say about the masculinist bias of much Marxist thought.

One of the main difficulties of any such ideological project, a difficulty very much in evidence here, is whether these marvellously simple developmental typologies relate to the people we actually meet. Freud on libido, or penis envy, is really little less idiotic than those Victorian doctors who thought excessive sex threatened to dissipate the vital fluids. As we progress through Fromm's engaging theory of spiritual necrophilia (which was recently filmed as *Bad Timing*) to Mr Easlea telling us that "Patriarchal men are not-women, desperately attempting to turn a felt negative into a resounding positive," we may well conclude that we have stumbled into an intellectual wonderland in which anything goes, and nothing connects with the way you and I lead our lives.

One out, all out

Colin Ward on the General Strike

The General Strike of 1926.
By R.A. Florey.
John Calder £11.95.
0 7145 3698 9.

In a rather odd phrase, the publishers recommend this book as "essential reading for anyone contemplating employment in the 1980s". They echo the remark of this journal's reviewer (6.3.81) of another recent book on the same subject (Anne Mcintfield's *The General Strike* in Wayland's Eye-witness History series) that "if there is any need for the effects of recession and unemployment to be emphasized to today's children, the means are here."

Mr Florey has no doubt that today's children need to know. His final words are "Our children ought to be told more the heroic struggle of their forefathers to win better working conditions. It is a subject which is all too often neglected in our schools." He is more specific in his introduction about the reason for yet another book about the general strike. When the General Strike of the 1980s begins, as seems possible, will the organised trade union movement learn from history, or will it again trust its leaders and let history repeat itself? This book attempts to clear the fog which has long surrounded the great general strike of 1926, and should give a clear view of the future for all those about to be involved in the struggles ahead."

This is a history with a purpose, and he is at pains to put into the reader the fact that the general strike was a battle in the class war, although anyone would want to deny it. A virtue of his book is that he starts with the early history of the *idea* of the general strike and of the nineteenth century experiences of the coal-miners who were the key industry in the events of 1926. So he begins, not with the early months of that year, but with William Benbow's proposal in 1832 for a Grand National Holiday and Congress of the Productive Classes, and the way this notion continued into the twentieth century with the anarchist and syndicalist theories of the social general strike.

In the same way, since the reduction in miner's wages was the precipitating factor in 1926, and since the miners were the main victims of the aftermath of the strike, he goes back to the First Report of the Commission of Inquiry into the Employment of Young Persons in Mines of 1842, to trace the history of the coal industry itself, and he pays great attention to the triple alliance of miners, railwaymen and transport workers in the industrial unrest of the years leading up to the first world war.

He also pays a lot of attention to the emergence of Fascism in Britain in the 1920s: both the antics of the British Fascisti, started by aristocratic ladies and the admiration for Mussolini expressed by prominent Conservative politicians at the time. I think he exaggerates the significance of these signs and portents, and since he is writing for the sake of the "struggles ahead" I think it is doubtful if we can draw any conclusions about the current street racist movements, from the evidence of the prewar extreme right.

Maybe Mr Florey has another book in him where he will make the parallels for the 1980s that he hints at. At first sight we are a world away from 1926. In sheer numbers the miners have been reduced from about 1,130,000 in 1913 to 726,000 in 1945 and to a shadow of that figure today. And yet they are credited with the downfall of the Heath government, and their mere threat of militancy dramatically changed the policy of the present government a few weeks ago. To my mind the best of all the books called *The General Strike* to put into the hands of students, is the one written by Julian Symonds in 1957. Symonds ended his narrative with his own answers to six key questions, the last of which is "Could it happen again?" He answers that the general strike can only be used as a political, indeed a revolutionary, instrument, and for such a use the General Council and the great majority of strikers were not prepared. And he adds that "Unless at some time a movement arises in this country with the object of overthrowing the government of the day, the General Strike of 1926 will remain a unique event in British history."

Will that day come? Mr Florey obviously thinks so.

arts

Smuggled by the passing moon

Jenny Oldfield previews 'Come to Parkhurst', on Southern Television tonight

"Well, to put it absolutely bluntly", says the Guard/Doctor to the Prisoner in *Come to Parkhurst* – but he, like the programme proceeds to do nothing of the kind. Don't expect easy access to understanding here in John Neish's vision of life in prison and psychiatric hospital, expressed in rhymed, verse which is often convoluted, only occasionally spiky and funny.

And director David Cohen offers little help in the spare, impersonal design of the piece, based almost entirely on Neish's words, with minimal explanation from the narrator. John Neish, we're told, is a poet. John Neish is a criminal. And he is mad. Like Chatterton, John Clare, Oscar Wilde and Ezra Pound. Oh yes. The rapid historical survey links madness and creativity, and reminds us that long before Neish, Richard Dadd was sent to Broadmoor. Its country air was supposed to be therapeutic.

Did John Neish murder his father, then? what terrible crime has condemned him to indefinite confinement? What personal angle might we discover on which to lodge our sympathies? Any evidence of McVicar-like self education, Jimmy Boyle-style tenacity would be welcome.

Kenneth Colley (right) and John Woodvine in "Come to Parkhurst"

Instead, we have two actors, Ken Colley and John Woodvine as patient/prisoner and doctor/prison guard, set down in a derelict hospital ward, against gentle piano music by Satie. Limbo is suggested by the fact that prison is more the torture of endless waiting for, than actual arrival in hell. But the officer is a sadistic stereotype ("Why don't you ask? – We might say no.") and all the banging doors, barbed wire, turning of keys and metal stairways in the National Health scrapheap won't substitute for a single glimpse of a Strangeways landing.

You will have some work to do. Your imaginations must set to on Colley taping out a cell area on the hospital floor. You strain your comprehension from one poem, "In Sympathy", to the next, "Prisoners", through discourse about freedom and sanity, to a nice relief in "Here's to Sauce", where tomato ketchup is an Event, and the camera leaps to the village pub and the seashore. The best poems are the most prosaic. "What it's Like" accurately reveals what it is that men in prison most miss; coffee, phone calls, wishing your daughter goodnight – "And you can't" says Authority in a flat refrain. A sense of humour in the midst of this is part of the essential survival kit and Neish reveals it in direct address to the camera. Rather be in prison?

"Answers please on a pound of snout
Smuggled to me by the passing moon . . ."

"I don't want to move you to depression. But . . ." the Prisoner contends. But – the camera on the man behind bars, the man walking in a walled garden, keeping to yellow painted lines in a yard; two men spotlit at a table in a dark room, the doctor popping a pill into the patient's mouth and taking one himself, all conspire to do just that. The programme reminds us of the creative mind which we lock away with the criminal and the insane one.

Any full-scale attention on the problem is proper, even fashionable. Perhaps John Neish's books of poems will outgrow their obscure origins in small publishing houses and his name join other reformed recidivists in answer to languishing circulation prayers.

But I don't think it is David Cohen's intention to creat a cult following, and anyway, as Editor of *Psychology News* and producer two years ago of a programme highlighting the case of Diana Irons, the fourteen-year-old sent to Broadmoor for arson, his interest predates much of the current unrest.

It's a brave departure from fictionalized documentaries – cleaner, sparer, and relying on The Word. Ken Colley's lean anxiety, John Woodvine's substantial, half-mooned professional incompetence are well judged. But the words? Will you understand them without Ceefax or the script in front of you?

Writing poetry in prison is common, from sentimental Valentine messages to endless epics on the savagery of Law. John Neish's work is better formed, has more insight and originality than any I've seen. But does it hold together 25 minutes of broadcasting time? I'm not sure. Or, to use the Guard/Doctor's words and perhaps prove the point:

To put it more precisely,
I really must go to bed Before I
actually decide what's wrong.

Ein Prosit for all

Gerald Haigh on Andrew Davies's 'Bavarian Night'

"It's this play," I said to my wife, "about a parent group holding a Bavarian Night with an Oompah Band."

"Oh, we've done all that," she said. That we have. Let me assure all sceptics that Andrew Davies's **Bavarian Night** (BBC1) was totally authentic in every spurious detail, right down to the regular breaks for the singing of such old Bavarian drinking songs as "Ein Prosit" and "You Can't Put Your Muck in Our Dustbin", and including the arrival of one of the players dressed for a Spanish Barbecue ("I thought it was Thursday!"). I once talked to one such exponent of the instantly adaptable Euro-gig, and he assured me that they often had to sneak a look at somebody's ticket in order to be sure they had the right gear on.

Fun and games apart – and there were plenty, from the bared knees on the platform to the bared breasts in the infants cloakroom ("Choose your peg, Joe") – this was a play with a darkling and disturbing centre in which the absurdly counterfeit nature of the "Bavarian Night" was seen to be arising from, encompassed by, and echoing, the *ersatz* nature of the life around it.

Some of the characters were familiar enough. There was Joe Pike (Bob Peck) the successful writer, his failed marriage a pathetic relic of bright youthful days doing Eng Lit. And Alice, his wife, poignantly played by Sarah Badel, sexually independent and a little harder on the outside than he can really take. Their friends, too, sexy Arlene and ordinary Jim (Arwen Holm and Malcolm Ferris), whose relationship is better than you think it is, had a familiar ring about them.

The headmaster, Godfrey Rigg, played with admirable primary school freneticism by Barrie Rutter was, of all the characters, the one who seemed to be pounding hardest up the down escalator. At the start we saw him struggling with two shop dummies bearing examples of the school uniform and prating on about "My parents". He stood up to exhort the assembled throng to enjoy themselves in aid of "the youngsters" and to hasten the day when St Peter's will be the only school in the area with "ITS VERY OWN TRAMPOLINE!" His tailored leather jacket, by the way, was a nicely typical touch.

Later on, Rigg was reduced to eye-popping apoplexy by Alice, who asked him some questions about corporal punishment. Another evening spoiled, another bubble pricked. Of course, he was nothing like me you understand. Oh dear me, no.

Seen from one angle, Davies seemed to be lashing out wildly in all directions; at pretentious values in school, at suburban territorial snobbery, at the horrifying sterility of some marriages in their middle years. In the end, though, the common themes were shallowness and unreality. Even the middle class vigilante group, formed by an angry BMW owner in a classroom during the shindig, found nobody to lash back when they went out on the street, and Alice said to Joe as she left him to the chattering of his electronic typewriter, "It'll all be material."

A disturbing play and yet a very funny one. Several moments – chiefly those involving the posturings of the headmaster, made me laugh out loud.

Berlin in Lancaster

The atmosphere was more like that of a street café than a theatre at Lancaster University recently, with crowded candle-lit tables down one side of the Great Hall and an intermittently empty balcony above. It was a suitable environment for a joint presentation by the London-based Actor's Touring Company and the University Theatre Studies Group of a musical play, **Berlin Berlin**, loosely based on Robert Musil's classic novel *The Man Without Qualities*. Set in Berlin in the present, the play is concerned with the tensions inherent in the division of this most divided of cities by its infamous wall, and its position in the front line of a future European conflict.

This basically intellectual and symbolic preoccupation is better suited to the shorter touring version of the play than the more ambitious piece under review here: clarity of thought was often blurred and thematic links between large-scale scenes tenuous.

Nevertheless, there was evidence that the student cast had gained a great deal from their experience of working with this talented and articulate company. The crowd scenes were impressive and the director, John Retallack, had made good use of the students' enthusiasm and spontaneity. An anti-nuclear demonstration swept the length of the hall to a background of staccato drum beats and chants of "Atom Waffen! Nein Danke!" This was militaristic enough to be chillingly reminiscent of the Hitler Youth. The calm that followed this storm took on the ambience of a summer evening, as the students sauntered back, now playing the roles of strolling Berliners heading for a bohemian restaurant which provided the background for a substantial chunk of the play.

Throughout the ensuing scenes, the students worked both as "characters" and as a kind of Greek chorus, expressing collective shock, disbelief and nervousness when confronted by an aggressive "modern terrorist". The play within a play and a sickening example of bourgeois gluttony (clearly heavily influenced by Bunuel) went on for too long. But even in these scenes, there was some vivid miming and the elegant control of the student actresses playing the bourgeois women was impressive.

Paul Sand, the musical director and composer, deployed the student choir to comment on and amplify the moods of the play. His music moved through a full range of emotion and the singers were completely professional in their response to the dramatic context.

The ATC cast gave consistently interesting and thoughtful performances. Denise Nixon's clever burlesque of a warm-hearted Piaf figure was moving in its youthful extravagance and Chris Barnes's mime conveyed with dismal accuracy the endless ennui of life in a prison cell.

The evening represented the culmination of 10 days hard graft by the ATC and the Lancaster students. Between them the company possess a wide range of theatrical skills and their friendly involvement stimulated the students to experiment and take risks. During their stay they put on an exceptionally varied selection of sessions on different aspects of the theatre such as the adaptation of texts, mime, movement; the problems of touring, street theatre skills and direction. Clearly, the company thrives on work of this kind and makes use of workshop techniques to keep in touch with their audience and to demystify the entire process of "putting on a play". On the night, the quality of the crowd scenes and singing were evidence that long hours of rehearsal and close contact with a thoroughly professional company had been an enriching experience for Lancaster's students.

Lesley Lancaster

Cotswold note

Bernard Knight, ex-Scottish National Orchestra viola, founded the Cotswold Sinfonietta two years ago, with the aim of bringing music to villages and small towns in an area where major orchestras cannot be accommodated.

In their concert last week, the final event in the 20th season of the Chipping Campden Music Society, they displayed their eclectic repertory from the Renaissance to the present day, and if most of the works were of minor proportions, there was already in an opening Tartini symphony the awareness of crisp yet fluent, well-rehearsed playing.

A Hindemithian Divertimento by Harald Genzmer (b. 1909), an idiomatic reading of an Intermezzo by Bruckner, Mozart's Divertimento (K136) given with lively accompanying figures, and the premiere of Arthur Butterworth's *The Fox* were the most satisfying pieces.

Lying outside the Cotswolds, but with a view of Bredon and the Broadway hills, is Worcester College for the Blind, a residential grammar school for some 80 boys with little or no sight.

At their first public concert in a Worcester church nine solo performers, a choir (with judicious adult strengthening) and recorder and brass ensembles offered pieces from Bach to Stravinsky via Mozart, Grieg and Fauré.

Even after the special Braille notation is mastered, everything must be committed to memory, as it is impossible to use fingers for reading and playing simultaneously. Confidence and panache here outweighed the rare slips in technique. Particularly memorable were the crystalline tone of Neil Lawrence's trumpet, the unassuming versatility of Edmund Whitcombe, the musician-ly control of the brass ensemble, James McCulloch in two movements of Mozart's third horn concerto and David Liddle (already booked for recitals in Germany and Scotland) playing Mulet's *Carillon Sortie*.

Barry Still

I SEE, I PAINT
I SEE, I PAINT

Children's Art
COMPETITION

A new National Gallery painting competition for children is being sponsored by Dulux Paints. The competition is called 'I see, I paint' and the theme is FOOD, inspired by the new National Gallery Restaurant.

For further information and entry forms contact The Education Department, The National Gallery, Trafalgar Square, London WC2N 5DN, Tel: 01-839 3321, Ext: 290 or 295.

The National Gallery
ICI Dulux

arts

Molière's enfant terrible

Anthony Masters interviews Peter Gill about his new 'Don Juan'

Don Juan is the *enfant terrible* of Molière's plays. Its sureness and apparent simplicity mask a disquieting uncertainty of tone and ambiguity of purpose. If *Don Giovanni* leaves us in some doubt about its moral standpoint and how we are to take the pietistic sextet that ends it, what are we to say of *Don Juan*, whose scenes are divided between *commedia dell'arte* knockabout and tedious rhetoric, and whose descent-into-hell finale seems both consciously perverse and perfunctory?

Like many *enfants terribles*, it is most *terrible* because frustrating: long lapses into seemingly banal writing serve to separate moments whose audacity and significance are hard to parallel in Molière, or elsewhere. The famous scene with the pious beggar, whom Juan tempts to blasphemy with gold, is too explicit for comfort and was cut soon after the first performance in 1665. So was the extraordinary closing speech by Sganarelle, the Don's servant, greeting his immolation by protesting that all the women and husbands he had wronged are satisfied; only he, Sganarelle, is left crying "My wages! my wages!"

Alternating, apparently at random, are scenes of basic farce: Juan promising marriage to two girls simultaneously or giving a tradesman an elaborate welcome that leaves him charmed but unpaid. There are such violent contrasts even in *Don Giovanni* (handled very surely there) Molière seems to enjoy the incongruity, or not to care: did he just fling it together at journalistic speed when the company suggested the subject for box-office appeal?

This weekend, Peter Gill will open a new production at the Cottesloe. He has no doubt that Molière took the risks knowingly. "It's impossible that at that stage – he'd already written *Tartuffe* – he should present his company, and himself as Sganarelle, with a script that didn't work in the theatre." "After *Tartuffe*" is the key. Religious objectors (including many professional hypocrites) got *Tartuffe* banned after a few Court performances in 1664, *La Princesse d'Elide* flopped and suddenly the next play is an essay on hypocrisy with a stinging attack on *faux dévots* which is one of Molière's finest speeches. "The fascination of *Don Juan*", says Gill, "is that it takes its

being from that controversy, and yet acquires a life of its own."

This will only be Peter Gill's second production at the National (his *Month in the Country* has just opened at the Olivier). But his work over the last 20 years has an individuality and sensitivity that has made him something of a cult figure: a long stint at the Royal Court including the D.H. Lawrence plays, a disturbingly bisexual Elizabethan *Twelfth Night* at Stratford, and a three-year tenure of Riverside Studios which included a memorable *Cherry Orchard* and a powerful *Changeling* that showed up the RSC version as shallow and confused.

He is young for his 40-odd years, hypersensitive, volatile, articulate, though stubbornly closing up on occasion. He is as stimulating a talker as I have met in the theatre; one envies his cast the chance of discovering a play with him. "We're not going to play down the changes of mood. They are essential. They have the innocent boldness of a child; he tells a story artlessly – 'Now this happened, now that.'"

The specially commissioned translation by John Fowles visibly develops from early flashiness ("I wish there were whole new other planets of female flesh to ride" to complete command of a sinewy, economical prose that gives the moral tirades of Elvire and her brothers a directness and clarity that does not obscure their rhetorical character. "We must preserve that too", Gill says. "Rhetoric is seen as another form of hypocrisy, of lying. Molière is satirising it. You could easily bring it out quite broadly in performance – perhaps you should, but it's not my style. And you must show the progression – Elvire discovers a more natural speech as her awareness increases.

"But then you run into another problem. Elaborate speech is not a current affectation. Today, young people protect themselves by *not* being serious. Similarly, there is the religious background, which Roger Planchon overtly stresses in his current production which, for an English audience, can't have the same significance." (Not really – though Fowles, quite gratuitously, makes Juan refer to Elvire as "the Madonna".)

"Yes, I admit some of it is very difficult. The spectres and Juan's descent to Hell (No, I don't know how we're going to do that.) And Sganarelle's opening speech in praise of tobacco is a beast, of course, because it relates to nothing. But remember that tobacco was banned, which gave it a social *cachet* – think of it as pot or cocaine. And did you say you found Juan's father boring? Did you notice that he says he prefers a honest porter's son to such a corrupt aristocrat? That, coming from a character with whom the respectable would identify, is shockingly subversive."

The core of the play, Juan's supremely cynical account of the advantages of hypocrisy in Act V, looks certain to be right. Here the translation is brilliant. "The pet vices of ages are always taken for their virtues. The role of the man of conscience is handsomely the best part in the comedy. What other profession, these days, has more amazing perquisites? It's an art where the more you fake, the more you're respected." No amount of period costume and apparitions from Hell can get between that and an audience.

Literary Competition

Competition No. 13

Report by Scylla

We wanted some of: Alice in Wonderland by Dickens; or Great Expectations by Lewis Carroll. This was a testing competition, which unfortunately frightened off many. It is the job of parody to preserve the style of the one in spite of the incongruity of the other: and this is why parody is almost always funny. £6.50 each to those printed in full; £4 to Bridget Loney.

"Girl!" ventured Mr Catterpillory, "provide an accurate definition of yourself."

His voice was smooth, insidious, calculated to induce in the diffident a sense of inferiority. It was calculated to inspire fright. It was calculated to suggest ridicule. It was, in short, calculated.

"I'm not sure – not sure if I –," stuttered Alice.

"Girl unable to proffer adequate proof of existence, hence incapable of rendering her identity comprehensible. Unsatisfactory," proceeded Mr Catterpillory, absent-mindedly emphasising his observations with querulous puffs at a hookah. He regarded her inflexibly.

"But, sir –," attempted Alice.

"'But' is a conjunction implying doubt, therefore utterly impermissible. Do better, or else," concluded Mr Catterpillory, arching his back very archly. This back composed itself of regular, precisely segmented sections, its very curvature seemingly designed expressly to disguise its circular tendencies.

"Sir –"

"You are a carnivorous biped of indeterminate dimension," interrupted her inquisitor carelessly. "Proceed from this supposition."

Alice proceeded.

Bill Greenwell

Grass, Grass up the hill, grass down the hill. Long brownish grass up in the hayfields adjoining the lowering farm buildings, short lush green grass, dotted with daisies, where the two sisters recline somnolently under the welcoming branches of a great oak tree beside the riverbank. The younger sibling – Alice by name – has even now abandoned the floral chain she has been so assiduously constructing and, for want of other employment, is peering over the older sister's shoulder at the novel which she is perusing and is curiously wondering why such a volume should so engage the attention when it lacks any illustrative material, which Alice regards as an essential prerequisite of interest in any reading matter of any description.

She is thus thrown back upon the idle contemplation of a white rabbit, who is, even, now, withdrawing a half-hunter of unusual magnitude . . . . . .

E.O. Parrott

"Were you ever let down?" enquired Miss Havisham.

Pip considered, distracted only by a mouse chuckling over a wedding dainty.

"I was let *off* once," said Pip doubtfully, "and I suppose off *means* down."

"Wrong, old fellow!" cried the mouse. "When a balloon takes off, it goes up, you know."

It laughed coarsely, and choked on a crumb.

"Have that mouse seen to!" commanded Miss Havisham, and Estella ran to do her bidding, reflecting that she could not even see the mouse, let alone see *to* it.

"It all reminds me of a poem," said a spider.

"If Estella lets down Pip,
Happy is Her Ladyship;
But if Pip lets down Estella,
Let
him
down
into
the cellar."

"Speaking of cellars," cried the mouse, popping up again, "pass the salt."

Paul Griffin

It was the convict, trying to trot at his usual speed through the gravestones, and looking anxiously about as he went. Pip heard him muttering to himself: "Oh my ball and chain! Oh my dear leg! Oh my ears and whiskers! I'll be caught as sure as guns is firing! Where's that boy?"

Pip edged round "Georgiana, late of this parish," clutching the pie and the bottle? It was one Mrs Gargary's best pies, a Lobster Quadrille she called it, made with four fat lobsters and best butter. The convict grabbed it.

"I can't seen your equal for Bolting," said Pip. "It's a wonder you an't Bolted dead."

"Speak when you're spoken to," sang the convict, "or I'll toss you in pepper."

He snatched the bottle. "Drink-me" he read, running his ginger over the label. "Drink me."

He took a great draught, and greatness, in an instant, was thrust upon him.

Davina Prince

"You are old, Father Wemmick," the young man said,
"And your hearing is not of the best;
But I'm nodding away, as your son has advised,
For you do like a nod from a guest."

Bridget Loney

TES Literary Competition No 14
Set by Charybdis

Before very long (and not before time, some of us may be thinking) Margaret Thatcher, Geoffrey Howe, Michael Foot, Denis Healey and all our other current politicos will be part of history. Imagine yourself to be either Edward Gibbon, Thomas Macaulay, Giles Lytton Strachey or A.J.P. Taylor and give us a paragraph (not more than 150 words) about any contemporary British political figure from the historical standpoint of a hundred years hence. Closing date: April 15.

PS. Please get your entries off early. For my last competition, two potential prize winners arrived too late.

Baldur and Orpheus

Andrew Peggie

David Bedford: The Death of Baldur.
William Ellis School.
Jacques Offenbach: Orpheus in the Underworld.
Bishop Ramsey School.

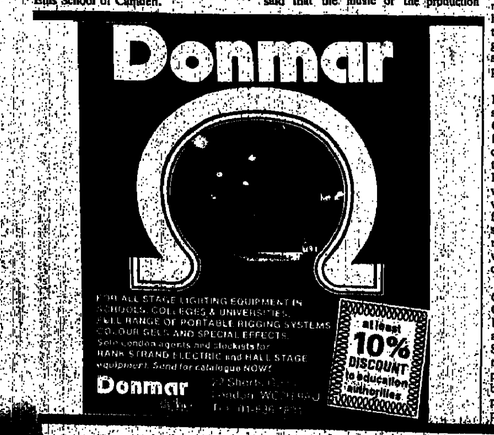
When Icelandic sagas are involved we know not to expect anything very close to musical comedy, but what an unnecessarily dreary affair David Bedford's *The Death of Baldur* turned out to be. Commissioned by Godolphin School (whose Viking affinities are probably stronger than most), it had its first London performances last week by William Ellis School of Camden.

Baldur was killed, you may remember, by an arrow made of mistletoe aimed by his blind twin brother, Hodur, who was tricked into the dirty deed by the "fallen" Aesir, Loki. Like Achilles, Baldur had been made invincible by his mother, who "took an oath from everything which lives or grows or moves upon the earth, that they shall not harm Baldur." Mistletoe works because "it neither grows on the earth nor comes from *any part of it*," not, as the *printed synopsis* suggested, because it seemed so weak and harmless that she did not bother about it. That point is worth making as it illustrates the degree of narrative emaciation from which this adaptation suffers. It cannot be said that the music or the production offered anything by way of compensation. The most extended piece of action consisted in a funeral procession down the length of the nave of St Anne's church, Highgate, where the performances took place.

Bedford's music, by nature of a static repetitive quality, here seemed to move uneasily between melodic characterization and a general background mush which obscured 99 per cent of the libretto for those near the back of the church, though the William Ellis Orchestra, not on this occasion up to its reputed high standard, must share part of the blame. Inept scoring of this magnitude, however, is not what we would expect from a composer of Bedford's renown. The soloists sounded in the main to have serviceable voices, in various stages of training, though again it was hard to tell, give the unfair orchestral competition. The set was suitably icy and costumes opulently prehistoric.

In Hillingdon, Bishop Ramsey Church of England School also tackled a mythological story, this time according to the Greeks. Offenbach's *Orpheus in the Underworld* is a fairly ambitious undertaking for a recently constituted comprehensive school, but in the updated version by Phil Park and Ronald Hannier, it becomes a feasible and welcome alternative to Gilbert and Sullivan. The whole venture from Jupiter to front of house usherette, radiated enthusiasm, and one could almost believe the rather stilted delivery was deliberate, so well did the cast catch the wry humour of the dialogue.

Particularly enjoyable (especially in view of the temptations to overact) were Andrew Crisp as a sulky and rather camp Orpheus, Iain Hill as an innocently wicked Mercury and Russell George as the obsequious Styx. Soloists did not on the whole have vocal resources equal to the music (except perhaps for Christine Marchant as (Diana), but technical deficiences were easily compensated by convincing and committed performances.



Towards the autonomy of art

Michael Clarke

A Continuing Process: The New Creativity in British Art Education 1955-65.
Institute of Contemporary Arts, London until April 19 and at the Hatton Gallery, University of Newcastle-upon-Tyne, the University of Manchester, the University of Lancaster, the University of Liverpool and Bretton Hall College, Yorkshire.

The current re-evaluation of modernism extends to modern art education where the *ideological revolt against nineteenth-century academicism* can be seen most clearly. One of the fundamental aims of Walter Gropius when he set up The Bauhaus in Germany immediately after the First World War was, "To liberate the pupil's individuality from the dead weight of conventions and to allow him to acquire that personal experience and self-taught knowledge which are the only means of realising the natural limitations of our creative powers."

After the Second World War it was essentially the same attitude that motivated William Turnbull, Harry Thubron, Tom Hudson, Victor Pasmore and Richard Hamilton when they set up courses in the fifties at King's College, Newcastle, Leeds and elsewhere. They also wished to purge their students of received opinions and practices and to set them free to discover new possibilities for art and design. So influential was their teaching that a one-year course in basic or foundation studies became a necessary qualification for entry to the new Diploma in Art and Design, started in the following decade.

The present ICA exhibition, the first of a projected series, looks at the work of Hudson, Pasmore and Hamilton and shows that whatever the value or advantages of their teaching it was firmly committed to one of the fundamental, but debatable tenets of modernism, the autonomy of art. Like Kandinsky and Klee before them they sought the essence of art and design, the discovery of which would provide a universal, visual grammar of form. But if a case could be made out for a parallel between the new teaching and postwar abstraction it is nevertheless true that the work of these three was carried out more in a spirit of enquiry than didacticism.

In the rush to set up the obligatory Foundation courses, however, their speculative research was too quickly adopted and turned into established practice. The result was the replacement of one set of received ideas by that of another: ideas which have subsequently passed into secondary education via the graduates of these courses. If the present ailing state of modern art is in part the result of its own confused ideology then it is high time that its dubious ideas and practices and their commission to the younger be questioned. We might then resolve the inherent contradictions and discover what is good and worth holding on to.

books

For the jaded progressive

Vernon Bogdanor on the role of leadership in democracy

Elitism. By G. Lowell Field and John Higley.
Routledge and Kegan Paul £6.95. 7100 0487 7.

"Elitism" is one of those words which like "fascist" and "progressive", has been devalued by indiscriminate use; and perhaps Field and Higley are being needlessly provocative to employ it for the title of their book. For they have written a perfectly sober and at times profound account of the role of leadership in a democracy. They are "elitists" only in the sense that John Stuart Mill was, and their views are closer to old-fashioned liberalism than proto-fascism.

For Field and Higley, liberalism has become enfeebled by sentiment and corrupted by egalitarianism. This did not matter in the immediate postwar period when it seemed that economic success and Western military dominance could provide affluence and security quite painlessly. But the collapse of economic growth and the increasing self-confidence of both Communism and the militant dictatorships of the Third World leave welfare state liberalism with nothing relevant to say. For its central belief that liberty and equality could both be enjoyed together rested upon the premise that economic affluence would allow redistribution without tears; and only in such conditions could the main issue of politics be settled by negotiation and bargaining. With the collapse of this naive doctrine, what is needed now is "an ideology that is a good deal less threadbare intellectually as regards human motivation and behaviour".

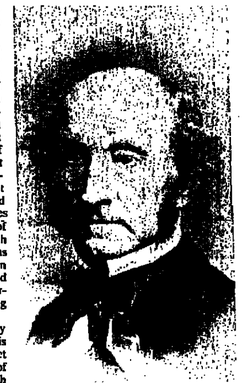
This is to be found in a frank recognition of the importance of leadership. Indeed, liberalism and elitism are for Field and Higley complementary, and it must be said that the findings of social science go some way to support this claim. For they indicate that attachment to liberal values is in general stronger amongst those in positions of political authority than amongst the ordinary voter. There is considerable substance in the French aphorism that two deputies, one of whom is a Communists, have more in common than two Communists, one of whom is a deputy.

In Third World countries, it is even more likely to be the educated elites who are the standard-bearers of liberalism while hostility to the freedom which liberals take for granted is widespread in the population as a whole. For this reason a non-democratic, non-Communist regime in a developing country may actually preserve liberal values better than a democratically elected government can. Mill and other nineteenth-century liberals were well aware of the dangers of majority tyranny. But even they could not have foreseen what an unappealing form it would take in contemporary Iran or Libya.

Democracy and equality, therefore, are not for Field and Higley part of the essence of liberalism, but instrumental goods valuable only insofar as they are *actually conducive to the achievement of* a liberal society. Often, the most that liberals can hope for is a stratified society "which nevertheless has an upper layer of free and equal persons". For there is no way in which the benefits of freedom can be extended to all when the social and educational preconditions of a liberal society are absent.

Field and Higley present their arguments rationally and persuasively and they show how a recognition of the importance of elites can illuminate a number of contemporary political problems, both domestic and international. Yet their proposed solutions are so anachronistic that it is difficult to take them seriously. It is not possible to deal with the complex issues of today by hoping that they will go away at the behest of an old ideology newly refurbished. The problems of our time are not ideological but real, and can be solved only by implementing social programmes designed to spread the very real benefits of a liberal society as widely as possible both at home and abroad. For the freedoms which liberals so rightly defend will not in the long run be preserved if associated with an outlook which excludes the majority of the world's population from enjoying them.

Many readers will be profoundly shocked by the ideas expressed in this book. But even those who, like me, reject its main argument, will find it full of *insights, and it is written in a style* which is, on the whole, mercifully free of jargon. It can be recommended with confidence both to the intelligent sixth-former and to the jaded progressive: it will stimulate the one just as it will provoke the other.



J.S. Mill

Township

Marcel Berlins

The Diary of Maria Tholo. By Carol Hermer.
Ravan Press, Johannesburg. Obtainable for Third World Publications, 151 Stratford Road, Birmingham B11 1RD. £5.75.

The riots which had started in Soweto in June 1976 reached the black townships around Cape Town a few months later. Fortuitously, in Guguletu, social anthropologist Carol Hermer was in the middle of an ambitious research project, attempting to record on tape the history and experiences of one black middle class family, as recounted by one of its members, Maria Tholo, a teacher in her forties.

When the troubles came, Mrs Tholo's descriptions of humdrum daily life and family matters turned into first-hand accounts of death, horror and fear, and of the social and political changes in her community that the unheavals were bringing. At the centre of her observations was the brave and ultimately (at least partly) effective children's boycott of the hated educational system. Miss Hermer has collected the recordings made by Mrs Tholo during the six months of unrest, and added, where necessary, an explanatory commentary. Mrs Tholo is clearly an intelligent, sensitive and perceptive observer, a woman of great pride and humour. Her "diary" (a mis-description — she did not in fact record it daily, leaving it to her sometimes irregular meetings with Miss Herner) contains much of interest.

But it should have been a more inspiring and a more important document. The fault that it is not must lie with Miss Herner's admitted "editing". There was an obvious difficulty. If what Mrs Tholo said on tape was to be reproduced verbatim, there would no doubt have been repetition, unfinished sentences, lapses of grammar and some lack of clarity. Most of us do not talk in perfect, well-rounded and ordered prose. But the editing process which eliminated those faults also removed much of the humanity and power which Mrs Tholo's words probably had in their original form. The tone is no longer there. It is too well structured. Dialogue and description do not convince, even though we know that Mrs Tholo is telling the truth. What should have been moving or exciting has been processed into the bland and flat.

It is a great pity, because Mrs Tholo's story is worth telling, for many reasons. It is a social document of life in the townships (tupperware parties at which the sole subject of conversation is about police brutality); it provides a rare insight into the feelings and attitudes of middle-class blacks towards whites, especially those whites holding authority over them, and towards the injustices that the evil system imposes on them every day of their lives. It is also a story of personal courage and indomitability.

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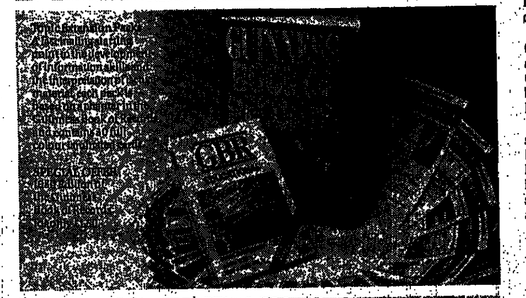

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books

Political hot potato

Tony Becher on comprehensive schooling

The Reorganization of Secondary Education. By Philip H. James. NFER Publishing £6.95. 85633 214 3.

This book offers a clear, thorough and painstaking synthesis of the available literature on the introduction of comprehensive schooling. Although it contributes no new findings, it is research in the perfectly valid sense that it seeks systematically to bring together the numerous writings of others who have looked into this once highly-topical subject. As an MA thesis (which is where its origins appear to lie) it must have been outstanding. If it has not altogether successfully made the transition from typescript to cold print, that may be because of an underlying confusion between case study methods and the hunt for hypotheses and general explanations.

The nature of the difficulty is evident in the structure of the book. Mr Jones uses as his basic material over two dozen independent studies of the secondary reorganization debate in some three dozen Authorities. It is clear, from what he tells us about them, that a number of interesting contrasts can be identified, depending largely (but not entirely) on the political structure at any given time and place of the Council itself and on the local traditions governing its method of operation. But the framework which he has determined in advance for his discussion of the issues has effectively prevented him from pursuing these contrasts or allowing the data to have any significant influence on the direction of the enquiry. The case study findings are systematically dissected and reassembled into chapters dealing in turn with the contributions to secondary reorganization of the main interest groups: central government, parent organizations, teachers, local political parties, councillors and officers. Not surprisingly, since detailed biographies of the leading characters are offered as a substitute for seeing the play, it proves difficult to say anything about their respective roles. As Mr James at one point acknowledges, "such an exercise is meaningless unless due consideration is given to the nature of the particular issues under review."

Another result of the way the book is organized is that the text can become disconcertingly (and sometimes confusingly) repetitive. Thus, to take one of several examples, we are told at one point that in Southampton — the subject of a frequently quoted study — the CEO "strongly supported . . . Labour's carefully worked out plans"; at another that his role was "very much that of advising on points of detail"; and again (some 20 pages later) that he "was the key influence in persuading the newly elected Conservative Council not to abandon the (Labour party's) comprehensive scheme".

Mr James concludes his book with a critique of case study methods in which he regrets their limited value "for the generation and testing of hypotheses". This surely reflects a failure to appreciate that case studies are concerned more with understanding than with explanation. The argument seems to assume that knowledge in the domain of policy studies is scientific and cumulative and that all research should be "undertaken . . . in relation to existing theory." But in their very nature, theories about social phenomena seem partial and transient. None has ever commanded anything approaching general assent. The cause of policy research, I would argue, is not well served by "studies which examine the nature of policy making in terms of theoretical models" (that is, "which force the data to fit some preconceived hypothesis by excluding non-supportive data"). Perhaps better use should be made of those enquiries which — even though they "do not build on one another", and lack "a coherent theoretical base" — seek an insight into the particular instance from which some more general awareness and sensitivity may stem. History, as a well-established subject of enquiry, seeks for no more.

Nonetheless, in disagreeing with Mr James on this fundamental point, I must make it plain that his book deserves to be taken seriously. It is an impressive piece of craftsmanship, based on extensive reading and wide learning. A long time is likely to elapse before it ceases to be a standard work on the politics of "going comprehensive".

Instant trauma kit

Geoffrey Parkinson

The Do-It-Yourself Mind Book. By Michael Bott and Derek Bowskill. Wildwood House £7.95. 7045 0212 3

I feel slightly worried by Mr Bowskill and Dr Bott. Quite clearly they felt they had a mountain of a good idea: Bowskill would pose questions about real life personality problems and Bott would do his best to answer them in the simple language of the layman. The end result, all going well, would be a marvellous little handbook that could be read in quiet corners by those of a nervous disposition or dispatched to psychoneurotic relatives in the family: nobody had the bottle openly to confront.

On the dustjacket Bowskill allows himself to be described as "widely experienced as an educator" and claims authorship to a number of books with bottom shifting titles like "People Need People" and "The Male Menopause". Dr Bott on the other hand starkly states that he has been a psychiatrist for 10 years and then — perhaps to reassure us that brain shrinkers really are human — goes on to tell us that he lives in a small Sussex village, has three sons, two cats, and is an enthusiastic amateur racing driver. Somehow it was those cats and the Mr Toad hobby that made me faintly uneasy, and the deeper I got into the book the more I understood why.

I'm pretty sure Bott comes out of the Kenneth More drawer — you remember "Doctor in the House" with all those brilliant, prematurely self-confident young registrars. In page after page he slaps and tickles his patient readers with a boy-scout self-assurance that may well cause a few real-life problems in its own right. When, for example, Bott comes to look at the depression, anguish and concealed anger that surrounds the process of grieving, he does not hesitate to command the recently bereaved (in how they should handle matters; not only are they forbidden to opt for a "good row", they are also instructed to "go and see the body; it is the last chance you will get").

Well, no doubt this is just the little shove some mourners desperately require, but there are undoubtedly many others who will not be particularly helped by what may seem to them little better than a mock-up of the last act of *La Bohème*.

Like most medical popularizers, Bott and Bowskill give awkward little side glances towards their professional brethren. At the end of chapters describing with quite clever crispness conditions like hypochondria, psychopathy, anxiety and frustration, there's usually a hurried tip to nip round and have a frank chat with Doc. One somehow senses, however, the gathering clouds of confrontation and when we come to the chapter on Alcholism the gauntlet is thrown down. Those suffering from a drink problem who don't much fancy the evangelical atmosphere of Alcholics Anonymous are also advised to go to see their GPs; but there's an undermining caveat: "Don't be too optimistic . . . you may not get a very constructive reception: Quite a lot of doctors are heavy drinkers themselves, and as part of their personal support system some of them arbitrarily define alcholics as people who drink more than they do".

Then when we reach the first part of the final chapter, "The NHS — and What You are Entitled to", Bott totally hands over to Bowskill who gives an appalling personal description of his at times near-desperate attempts to select a doctor who would meet his particular needs. Perhaps a little paradoxically after such a sobering saga, readers are cheerfully commended to "go and do likewise". Exact guidance is given for a crusade against blind or bigoted GPs with dramatic surgery confrontations in which patients may well end up by objectively reading out to their bewildered Quacks extracts from the Bott-Bowskill bible.

It's all pretty heady stuff but I'm afraid only patients with kamikaze desperation will dare risk anything but the most modest implementation — unless of course they think the authors are planning a further volume in which help is offered to those who've been traumatized by guidance given in *The Do-it-Yourself Mind Book*.

A. E. Housman and his brother

Thirty years' literary scavengings

Kevin Crossley-Holland

Kipling, Auden and Co: Essays and Reviews 1935-64. By Randall Jarrell. Carcanet New Press £9.95. 85635 346 9.

I have been traipsing round Germany for the last week with a marvellous book in my briefcase: the fourth and final collection of Randall Jarrell's criticism, a real ragbag of essays and reviews scavenged from the period 1935 to 1964.

If this sounds unpromising, a summary of the book's contents will appear equally so: short reviews of countless collections of verse, most of which have now bitten the dust; part of a thesis on that dry old stick, A. E. Housman; a study of Yeats's lifelong struggle with reality; answers to a poetry questionnaire; guidelines for poetry critics; a diatribe "Against Abstract Expressionism"; and, rather more surprisingly, the record of a visit to the Road Races at Torrey Pines and a paean in praise of the sports cars of the fifties.

The beauty of this book lies primarily in Jarrell's quite extraordinary expansive humanity. Even when he is seeing some collection of poetry off the premises, he never forgets the struggling figure behind the poems. So-and-so's poems, he writes, "have in them so much warmth and pain and humour that it is natural for us to be attracted by them", but this generosity of spirit never becomes misty-eyed or gets in the way of Jarrell's very finely-tuned critical mind. He speaks of the work of the critic B. H. Haggin as having "seriousness, insight and love"; these, and high spirits, are Jarrell's own gifts.

Randall Jarrell was master of the mot, aperçu, aphorism and telling quote. So, of A. E. Housman: "The sky and the wind are Housman's specific, usual symbols. Housman's poetry is a sort of homemade nettle wine . . ." And of E. E. Cummings: "Eyre Cummings's delectable freshness . . . Innocence have come to seem profoundly surprising in the way that, say, Stringuette's legs are: how much care, avoidance, what cloistral resolution, it has been necessary to preserve intact . . . stock in trade."

Many of Jarrell's eulogies and judgements of his contemporaries are of considerable historical as well as critical interest. To take only one example, he gives early and full voice to a vast admiration for Auden coupled with a tender disquiet that Auden was squandering his prodigious talent, a disquiet later taken up by so many other critics. Jarrell's view of Cummings that "there is a good deal of the world in the book", and his remark, too, may be applied to *Kipling, Auden & Co.* It is the product of an assiduously creative and curious mind and a learning worn lightly; the thoughts of a man who was working out his own theory of poetry, and who echoed T. S. Eliot's view of his own best criticism: "Perhaps", writes Jarrell, "true criticism is some thing, like sincerity or magnanimity, that cannot be aimed at, attained, directly that must always be, in some sense, a by-product, whether of writing or reading, of a private poetry-workshop or private reading-room."

Grave inscriptions

Kitty Mrosovsky

Wordsworth and the Poetry of Epitaphs. By D.D. Devlin. Macmillan £12.00. 333 21783 7.

Of Wordsworth's three admirable *Essays upon Epitaphs*, only the first appeared in 1810 in Coleridge's periodical *The Friend*, the others having to wait until 1876 for publication. Doubtless all sound scholars are now aware of their existence. But it's natural that while many collections of Wordsworth's poetry include the published Prefaces that accreted in his lifetime, the *Essays upon Epitaphs* enjoy no quasi-automatic status. D.D. Devlin sets out to show that they provide a far better critical insight into Wordsworth's poetry than do his defensive prefatory polemics in which he struggles with overlapping definitions of prose and poetry, or protests that original Genius must clear a road like "Hannibal among the Alps".

The deciphering of sepulchral inscriptions calls for a less high and mighty a more intimate stance. It allows Wordsworth to keep steadily in view, so D.D. Devlin suggests, his key poetic concerns. Thus he wants to address a wide audience in "the general language of humanity", to reconcile spontaneous feeling with formal expression (Pope's epitaphs get a passing), and to illuminate the great themes of Time and Eternity, while showing that "every man has a character of his own, to the eye that has skill to perceive it". Finally the great poet confesses that among all the overgrown tombstones, that which has most stirred him, bears just a name and two dates: "importing that it was an infant which had been born one day and died the following". Well no D.D. Devlin conclude that "the epitaph remains an event in time but also, thank memory, out of time", emerging as a variation of the "spots of time" celebrated in *The Prelude*.

Regrettably, however, his book seems have been written more in the spirit of the Prefaces than in that of the *Essays upon Epitaphs*. He gives us niggly classical quotations, leading up to some such foreseen statement as that the epitaph reconciles "general and particular," "subjective and objective". It appears that the author is dismayed by those critics who detect in Wordsworth a "deprived prophet of all contemporary retreats from the word". He belabours his discussion to prove that his cannot be the case. To the average reader — and, despite Wordsworth's loss of what D.D. Devlin names the "massive congruity between poet and audience" enjoyed by Johnson, such a reader can surely be postulated — much of his proof may seem redundant.

What is easily lost sight of (even if not ignored) is the whole puzzling problem of tone. Though ideally evincing "stillness, sweetness and stable grandeur", the epitaph is cousin to the limerick. And Wordsworth himself comments that the sacredness of the theme cannot always preclude a sense of the ludicrous. One wishes that D.D. Devlin would more often bring his readers up against solid touchstones, both of good taste and bad. It seems a pity that he fails to complement his analysis of the *Essays upon Epitaphs* with any freshly stimulating examples, whether located in the library or in the churchyard.

Skull beneath the skin

Ralph Berry on John Webster

John Webster: Citizen and Dramatist. By M. C. Bradbrook. Weidenfeld and Nicolson £10.00.

The mists of history are gradually clearing from John Webster. His maddeningly commonplace name confounded generations of scholars: "I think there be six Richmonds in the field, Five have I slain today instead of him." A few years ago, Mary Edmond nailed the right man. He turns out to have been the son of a wealthy coachmaker, who lived in West Smithfield. Webster must have been educated at Merchant Taylors' School, and had associations with the Middle Temple. He married Sara Peniall, a saddler's daughter, raised a family, and was admitted to the Merchant Taylor's Company. He seems to have been reasonably prosperous, though oddly not as a fully professional dramatist. A certain public identity emerges: there are allusions to his methods and achievements as a playwright ("Crabbed Webster"), yet he recedes at the end into the mist, for we have no record of death or birth.

Webster's output was not prodigious. The surviving tally includes a handful of collaboration plays (set in England) and the two great Italianate tragedies, on which his reputation rests. With *The White Devil* (1612) Webster crossed the Alps, and he stayed in Italy for *The Duchess of Malfi* (1614). These have always been seen as formidable imaginative recreations of a world largely alien to the Jacobeans. Professor Bradbrook's book, to redress the historic balance, is resolutely English. She sets Webster in his local context; she examines certain influences to which he must have been subject, including Richard Mulcaster of Merchant Taylors'; she evokes some well-known contemporary figures, notably Penelope Rich (Sidney's Stella), Antonio Pérez (the Spanish spy), and John Davies (of the Middle Temple), each of whom lived at some time near Webster. From their stories Professor Bradbrook infers parallels in Webster's plays, and she thus offers these analogues as a kind of source-material.

This "reconstruction" of Webster's world offers immediate advantages. The family business gives us a line on the plays, for coachmaking was a luxury trade much in demand. The coach symbolized high and ill living: "Woe to the caroche that brought home my wife from the masque at three o'clock in the morning; it had a large feather bed in it." The analogues from public life remind us that the Jacobean world could be fairly Italianate. James I imprisoned his own cousin for an injudicious marriage; Charles Blount went to the Tower for the same offence. The greatest scandal of James's reign was a poisoning in high circles. The espionage network of Cecil, like that of Pérez, prefigures the "intelligencing" of Bosola for Ferdinand. Sometimes Professor Bradbrook's enthusiasm tends to push these parallels too hard. Flamineo's explosive killing of Marcello is quite unlike Davies's premeditated assault upon Martin. Still, the background material is continuously suggestive.

In her coverage of the plays, Professor Bradbrook's method is to scatter insights along a wide path, often without pausing to harvest the product. She is good on Webster's borrowing (critics used to affect shock, as though Webster were caught cheating in examinations). For her as for T. S. Eliot, "Bad poets imitate; good poets steal." Webster's "laminations or bondings of other men's images and short sayings . . . all derive from the common tradition, the rich collective subsoil of European poetic tradition . . ." She will have no truck with a European artistic tradition, however, and the many recent readings of English seventeenth-century writers in terms of Continental art are dismissed out of hand, as "fashionable". For Professor Bradbrook the only visual traditions that matter are those Webster actually saw, and that is that. In fact, as Ronald Huebert's recent study (unmentioned here) of John Ford as a baroque artist shows, there is a subtle and coherent argument for Continental influence. The fragmented vision of Stuart tragedy finds persistent analogues in mannerist (or baroque) art. For instance, *The Duchess of Malfi* with its two major figures (the Duchess and Bosola) resembles a mannerist composition, with its denial of centre and regularity. Professor Bradbrook offers "perspective" as the compositional key to Webster, which seems an unduly limiting device.

In general, this book is idiosyncratic and should be read for its virtues. On the theology of the plays, Professor Bradbrook simply points to a critical controversy, and moves on. The collaboration plays receive some coverage, but there is no attempt to grapple with the authorship problem. *The Devil's Law-Case* has not yet found its rescuer. But the incidental observations on the tragedies are often fine. (Though one regrets encountering a Vittoria who exhibits "Woman's self-assertion in a male-dominated society.") On the masque element in the plays, on Webster's relations with the players, there are valuable comments. A classic, *pace* the blurb, this book is not. But it is a learned and stimulating approach to Webster from a new angle. All Websterians will be grateful to Professor Bradbrook for her continued pursuit of this darkly rewarding dramatist.

Recycling deprivation

Charles Hannam

Delinquency and Human Nature. By D.H. Scott. Hodder and Stoughton (Second Edition) £9.95. 340 24589 1.

This is the second edition of a study first published in 1950 and it was founded on research done at a Bristol Approved School some years before. Professor Scott based his view of human nature and delinquency on 102 interviews. The young boys he interviewed seemed to exist apart from the institution where they lived and away from their home environment. The cause of their delinquent behaviour was attributed in part at least to maternal deprivation, bad experiences in early childhood, illness and accidents and, with many, memories of war, bombing and actual danger. Delinquency was then attributed to "avoidance excitement", the "thrill" of vandalism of thieving which was meant to obliterate deeper fears and traumas.

It is a pity that the opportunity was not taken to follow up the careers of some of these "young gangsters". I would like to know if any of them became reformed characters, what criminal careers and lifestyles they adopted, possibly also what *they* remembered of the interviews. Little has been done to change the second edition and so much has been written since 1950 and we are as puzzled by delinquent behaviour as ever. In his introduction Stott modifies his view of the lasting value of Burt and Bowlby's work, He declares rather grandly, "Human nature does not change in one or two generations"; his view of society is that of a psychologist with the background of a naturalist. The result is an explanation delinquency which might well lead to a "cycle of deprivation" approach, abandoned even by Keith Joseph after a heavy battering.

I am worried when young people in trouble are compared with Lorenz's dog "which become delinquent when his master was about to leave him behind." I wish I could have found evidence that Stott had read *Spoil the Child* by David Wills; it might have made him admit that, however painfully, institutions can change themselves and the children in them. The bland foreword "... while few children are now affected by significant poverty" made me reach for Townsend's *Poverty in the United Kingdom* – it is most relevant to the problem of delinquency.

Teaching to melt the tundra

B. S. Roberson

Geography Teaching with a Little Latitude. By L. J. Jay. Allen and Unwin £8.50 and £3.50. 04 371077 8.

This series aims at giving a fair picture of classroom actuality in various subjects. Mr Jay has admirably implemented his brief with, in his own words, a little latitude. He has drawn a vivid picture of what used to happen, what does happen, and what ought to happen, in school geography. It is above all a cheerful book, and all textbook authors should enshrine his opening advice. "Most texts about teaching are so serious that many never bother to read them". Who of my generation does not remember Russell Smith's opening sentence: "Hell is hot. Have you ever wondered why?" We read the rest all right.

Although all aspects of geography in school are covered, the chapter on image and reality carries the message of the book best, and the burden of its song runs through the whole. What is the true image that children take away? Is a Lowry or *The Road to Wigan Pier* a correct version of the industrial north? And even if it is, do children get it in school?

Much of this chapter, and all of the book, tells of the myriad outside impacts on the pupil, and its main plea is for the teacher to try to merge the two geographies. This is illustrated by the widest collection of outside references from books, poems, newspapers, advertisements *et al* that has yet been printed.

Each other chapter is a gem in itself. That on place names will set you revising or starting the subject. And can you pronounce Woolfardisworthy? I can still hear the howl of disgust when as a young teacher in Perthshire I first said aloud "Kirkcudbright". The chapter on maps is illuminating and inspiring: that on travel more readable than a textbook on fieldwork. The chapter on testing includes a review of objective testing, and is less emotive than many tirades against examinations.

The whole book is witty, entertaining and quotable. It is laced with levity throughout, and after-dinner speakers, particularly those who inflict their travel slides upon us, will find many quips per page. It is the adult, non-geographer parent who should read this book. It will do most good to those whose knowledge of the subject is a dim memory of norse latitudes, tundra and warm wet winters; whose geographical understanding is forever befogged by an inability to distinguish between lamas and llamas.

If it is primarily for teachers of the subject. They may not like the fuzzily sordid line illustrations: we don't all wear sloppy Joes and separates. But here is a vast lore of good advice for us to study. Let there be no doubt. Jim Jay can teach. This is the voice of experience, and a very happy experience too.

Pitiless Afghan skies

John Crossland

The Road to Kabul. Edited by Gerald de Gaury and H. V. F. Winstone. Quartet Books £9.95.

"For God and for the Tsar
I've served in peace and war . . .
I've bearded the Turk;
I've snached the threatening dirk
And stuck the mountaineer;
I've toiled and marched and bled."

"Aye, we have found him, the fair young face
Turned to the pitiless Afghan skies,
The frost-bound earth for a resting place,
Dead — with the horror of death in his eyes."

The first few lines are from an anonymous Russian barrack-room ballad and those that follow were penned by Sir Henry Durand, the proconsul who redrew much of the map of Central Asia the nineteenth century. Perhaps defining spheres of influence is a more apt definition, with its shadow side of espionage and derring-do, immortalized as the Great Game.

The players' roles were much the same, whether they were directed from Simla or St Petersburgh. They travelled what Kipling called "the world's white roof tree," ostensibly as diplomats to various savage courts, or as traders, or more usefully as explorers.

But always the prime motive was information gathering. Their fate was often that of the young man in the poem. It is quoted in *The Road to Kabul*, a collection of travellers' tales culled from books which normally are only available in rare book shops and are now very well worth retelling as Central Asia becomes the point of tension between great powers.

Both authors have dealt with the adventures of that fascinating character, the political officer, and Gerald de Gaury has been one. He was special emissary to King Ibn Saud at the beginning of the war and went on to become chargé d'affaires in Iraq at the time of the attempted German-backed coup.

The choice ranges from Sir Henry Yule's translation of the Travels of Marco Polo, through an account of the Silk Road and Bokhara by an Elizabethan emissary, to extracts from diaries of the First and Second Afghan Wars and Teddy Roosevelt's quest for Ovis Poli, the great sheep, first described by Marco Polo.

We meet a fabulous cast of characters; apart from the aforementioned, Timur-lane, General Skobeleff, known as "Bloody Eyes" by his adversaries, who conquered Turkestan for Russia, mad amirs and dervishes. Altogether this is an admirable way to savour the savagery of a region still earning a terrifying reputation, without the slightest danger or discomfort.

Among this week's contributors:

Tony Becher is professor of education at the University of Sussex
Marcel Berlins is legal correspondent of *The Times*
Ralph Berry is professor of English at the University of Manitoba
Kevin Crossley-Holland's retelling of The Norse Myths was recently published by Andre Deutsch
Charles Hannam is senior lecturer in education at the University of Bristol

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books

Biology in context

Anthony Harris

Lifestyles. By Owen Bishop
Macmillan Education. £2.45.
0 333 23413 8

Life: From and Function. By C.V. Brewer and C.D. Burrow. Second edition
Macmillan Education. £2.95.
0 333 27131 9

Modern Biology. By R. Soper and S. Tyrell Smith.
Macmillan Education. £2.95.
0 333 26304 9

Evolutionary Biology. By D.J. Futuyma.
Sinauer Associates. £10.50.
0 87893 199 6

Biology is fast coming of age as one of the foundation sciences for wider subjects such as sociology, and as crucial introduction to the place our species has in the biosphere. Elementary texts leading the student to GCE level should reflect these wider issues. These three books from Macmillan manage to pack a great deal of information for their cost, but all reveal a fundamental lack of development of principle.

Lifestyles purports to link combined science courses and CSE or GCE biology. Astonishingly, the first chapter deals with Viking probing the surface of Mars. We have to reach chapter 4 before simple life is considered, and then the theme of lifestyle is dropped again. This is a confusing text, with illustrations not up to the standard expected. Teachers might find a copy stimulating for their own reading, because of the curious organisation of the book, but I wouldn't wish neophytes to be initiated with it.

Life: Form and Function attempts to cover with suggestions for laboratory work included, the subject matter of the GCE biology syllabus of most boards. It is excellent value in its coverage and factual content, but again does not live up to its title. It is a pity too that some sloppy art work (p.113 a confusing table) too often creates a barrier between reader and subject.

Modern Biology, for first examinations, is a no-nonsense, value-for-money, reasonably well-produced book which honestly addresses principle, and usually succeeds in exemplifying it. For example, the treatment of surface area to volume problems in living systems is done well. For GCB classes, a sound text, with useful field and laboratory suggestions support it, along with examination question specimens; but there is nothing new here in treatment or presentation. The way is indeed difficult between a dated approach, and one which captures the energy of a living science.

Evolutionary Biology is a well-produced text showing how population statistics and taxonomy continue to affect the economy of species. The author does not shrink from attempting to identify the impact of these sometimes controversial notions upon our own species (see chapter 19, "Social Issues in Human Evolution"), yet, there is a weakness in this text, since an over-commitment to purely statistical reasoning leaves the reader wondering if this subject is really as nebulous as it appears. It is not, of course, as an inclusion of a chapter on defects in gene sequences, at the molecular level, would reveal.

So many of our diseases, for example sickle cell anaemia, have their genesis in DNA nucleotide sequencing. This text, however, might find its place in the library of a large school with many pupils studying A level biology, botany, zoology and human biology, as a supportive text. But another text is needed to present the molecular theories too.

Spreading the Good News

David Self on Bible stories

Illustrated Children's Bible. By Geoffrey Marshal-Taylor.
Octopus £5.95. 7064 0861 6.
Living Stories from the Bible. By Meryl and Malcolm Doney.
Hutchinson £2.95 each.
The Ancient Jews. By Linda Matchan.
Canongate Publishing £3.95. 903937 94 8.
Bible Stories. By Diana Bentley.
Hart-Davis Educational 50p each.
Bible Albums.
Hodder and Stoughton £1.30 each.

Do you remember when it would have seemed sacrilegious for the Bible to be bound in anything but black (unless it was a "wedding Bible"), and when "Children's Bible" meant the Authorized Version with the addition of a few anaemic watercolours, two maps of the Holy Land and a plan of Herod's temple?

Praise the Lord those days are gone and it is now fashionable to make the Bible both attractive and accessible. Following a fashion does not always result in an acceptable product but this latest batch of Bibles for young readers are mostly better than average and some are actually inspiring.

First, from Octopus, and perhaps designed for the gift trade but worthy of a place in every junior school classroom, is the *Illustrated Children's Bible*. This is a retelling of the important Old and New Testament stories, together with a selection of non-narrative scripture skilfully woven into the story framework. The language is simple but dignified and the full-colour artwork is equally attractive. For once there is a determined effort to portray historical settings accurately and the reader quickly senses that the various artists have been briefed properly. The New Testament illustrations are particularly happy, eschewing both romanticism and self-indulgence. Unlike some other recent retellings, there is no attempt to demythologize the story of the creation and the nature miracles, so it will appeal to fundamentalists as much as to those who appreciate its modern presentation.

On offer, as they say, at some outlets at £3.95, it is very good value, especially when set alongside the *Living Stories from the Bible*. These two titles (the first of what promises to be a developing series) are not particularly cheap at £2.95 for less than 50 pages each, the text is more demanding than that in the Octopus Bible, and the illustrations are somewhat clichéd. However, there are some very helpful maps and panels containing simple commentary points. More explanation of the Old Testament is avilable in *The Ancient Jews*, a children's information book that covers in a clear and concise manner such topics as food, housing, clothes, weapons and education. It is the sort of simple reference book that can be so useful in clearing up misunderstandings about other cultures, and will prove its worth in many an Old Testament project.

Very simple in design but highly effective are Diana Bentley's *Bible Stories*. Each 16-page booklet takes one story, and retells it clearly and directly in a style that will present few problems for young juniors. The print is large and attractive and the colour illustrations, though unpretentious, are bold and informative. Provided the series develops, it will prove a most useful classroom resource.

I am less happy with the latest five titles in the *Bible Album* series. This European import has the look of a bold project that has suffered from compromise, almost as if someone had the idea of retelling the Bible in the style of Asterix and then lost his nerve. They are large-format, 48-page comic books, each one covering a section of the Acts in colour cartoon strips. What is pleasing is that a publisher has had the imagination to move away from the better-known areas of the Bible and to tackle one book in some detail, incorporating short excerpts from the Epistles in passing. The language is sufficiently difficult to make them more suitable for lower secondary rather than top junior classes and the older age group may find the drawing unsophisticated, though they are still very much better than unaemic watercolours.

The Church as educator. The Story of Christianity, by Tim Dowley (Lion £3.95) is a copiously illustrated account of the key movements and personalities in the development of Christianity. Intended for the younger reader, it has double page spreads on a variety of topics, from the birth of Christ and Paul's journeys to the present day.

Aunts – fact and fiction

Audrey Laski

Frankenstein's Aunt. By Allen Rune Pettersson. Translated by John Tate.
Hodder and Stoughton £3.95. 0 340 24933 1.
Miss Duffy is Still With Us. By David Rees.
Dennis Dobson £4.25. 0 234 72214 2.

The idea of the matter-of-fact business-like aunt coming to straighten out the mess at Schloss Frankenstein, like Flora Poste at Cold Comfort Farm, is an engaging one, and it may well be that *Frankenstein's Aunt* really sparkles in the original Swedish. Unfortunately, either Allen Rune Pettersson's own style or that of his translator is rather flat, in spite of train whistles shrilling through the night "like a scream of terror" and raging thunderstorms "howling wildly like a ghostly organ".

Aunt Hanna, though amazingly tall and given to smoking cigars and ordering everyone about, does not have the moral stature to make this fantasy as entertaining as it might have been. Nevertheless, the ghoulish gathering—company at the castle includes Larry Talbot the werewolf as well as Count Dracula—has its moments, not least the final one, when Aunt Hanna's sensible secretary gives her a nasty surprise. Somebody just beginning to grow out of monster jokes would enjoy a final fling with it.

Real great-aunts are a different matter. David Rees, following through the fictionalised family history he started in *The Green Bough of Liberty*, introduces two in *Miss Duffy is Still With Us*, Aunt Noreen who is 80 and her little sister Irene, only 78. Their great-niece, Clare, researching her great-grandmother's life for a school history project, provides a stimulus to their memories and, partly through their direct speech, partly through straight third person narrative, we follow Elizabeth Byrne on her life's curious journey, from Chicago, where she was born, through a troubles-ridden youth in Killaney, to middle life, old age and death in Surbiton. While Clare is hearing of Elizabeth's ill-starred engagement in Kerry which ended in his emigrating and her marrying his younger brother, Clare herself is hesitating on the edge of adolescent romance with her own cousin, David. The slow blossoming of this relationship is delicately done, and elegantly counterpointed with the elders' stories; meanwhile, the sense is well established of each generation feeling its own youth and modernity, so that history is properly seen as an endless succession of present moments, sliding away into memories.

This is a muted, low-key novel, without the superb punch of Mr Rees's *The Exeter Blitz*, but its sensitivity and sense of history are very appealing. The reader is particularly struck by the realisation that the jacket cover, a Whistler painting of an aging elegant woman in a blue-grey kimono, is based on a portrait painted by someone who, by deduction from the dedication, must be Mr Rees's grandmother. Such a painting is referred to in the novel: suddenly fact and fiction, like past and present, flow satisfyingly together.

In their elements

Jessica Saraga

Twentieth Century People. Amy Johnson: Queen of the Air. By Gordon Snell. 0 340 25203 0. Winston Churchill: Never Surrender. By William Vivian Butler. 0 340 24860 2.
Hodder and Stoughton. Both £4.95.

Winston Churchill and Amy Johnson are an unlikely pair, though a series with as wide a scope as Twentieth Century People can obviously accommodate them both. If they did have anything more in common than simply finding fame through achievement, perhaps it was an unusual belief in their own abilities, coupled with the consuming drive which can continue against daunting setbacks, and although Amy's adversaries were natural where Winston's were human, still her battle to keep her fragile craft airborne, intact and on course, was symbolic of what Churchill tried to do 10 years after with the war effort. Thus anyway the stories are presented in these two short children's biographies, where the emphasis is on personal triumph. Although afterwards both protagonists sailed into slack water, reaching marital or political dotdrums, the achievement, it is suggested, remains.

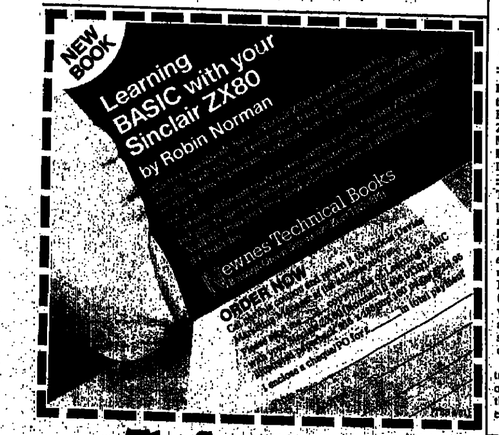
The style is in each case simple, clear and dramatic, but unfortunately, quite uncritical. Hero and heroine here have a date with destiny, and always know best how to meet it. This is particularly noticeable in the book on Churchill, whom, it must be admitted, there is much to be critical about. Someone so outspoken during such a lasting preeminence must and did get it sometimes disastrously wrong, but although his political critics are quoted, he comes out every time as the man with right on his side. The philosophy of writing about the brave and the great for seven, eight and nine year olds is sound enough; this model-seeking age-group is hungry for heroes. But to present such a black and white view of people and events is surely counterproductive. If the text books do not assess and evaluate critically, it seems idle to hope to encourage independent judgements among their readers.

Solutions to equations

Numerical Methods. By R.K. Broughton and A.R.D. Ramsay
Bell and Hyman. £2.50

Intended for A level students and undergraduates taking mathematics courses, this book is largely concerned with setting up and solving equations. Much of it will be in any good modern A level mathematics text, but here is a clear, if short explanation of curve sketching, polynomial approximations, difference operators, Simpson's Rule, step-by-step solution of differential equations, solution of sets of linear equations by pivotal condensation, etc. It is well printed, but is too brief for anyone who is not already competent in A level mathematics.

Alan Tammadge



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resources

Days of art and quiz sheets

Claire Hardisty looks at how London's museums and galleries cater for visiting children, whether in school groups or with their families.

In the 1950's a trip to a museum or gallery was not a treat. It was part of one's education, and children whispered their way around the collections, never touching the exhibits, or ever stopping to sketch them. Only the dinosaurs stay in my memory, enlivened by my father's vivid commentary reinforcing the BBC Schools programme *How Things Began*. Pictures had to be sorted into "isms"—another ineradicable memory.

At the Natural History Museum

How different this last hall term at the Museum of London to have to battle through hordes of enthusiastic children, in ones and twos, alone or with parents, or in larger organised parties, all vying for space round the exhibits to complete work and quiz sheets. One girl said, "First I came with the school, and now I've come again with my friend". Geoffrey Toms, the Museum's Education Officer, says they are overwhelmed with bookings for school parties.

Work sheets designed by the education staff are used as an aid to learning. Suitable for 9–14 year olds they function at two levels, drawing and writing, and are suitable for a wide ability range. The quiz sheets available to all visitors cost 8p each and are well thought out and attractive. They include tasks such as spotting a "missing link", or a more difficult "riddle-me-ree" puzzle. For school parties, bookings have to be made at least three months in advance.

The Natural History Museum is very popular too. It has about three million visitors a year, and the facilities are exceptionally well organised. Booking forms for educational visits can be obtained from the Visitor Resources Centre, from which parents can also seek advice and obtain activity sheets. On Saturday afternoons and during the ILEA half term there is a Children's Centre, and during the holidays there is a Family Centre for parents and children.

Popular with visitors

For schools, there are a range of structured activity sheets at many levels, from six years to sixth form study, from those incorporating sophisticated concepts of human evolution to delightful, but cluttered, dot-to-dot, number, and colour-in pictures. Some of these are available for the general public and they cost around 5p. Bookings must be made some weeks before the intended visit. A teacher's handbook and sample work sheets are available, and schools can request a guided tour.

The Science Museum will send you a Visit Planning Pack containing a comprehensive plan of the museum, an index of galleries and facilities, a list of the Information Sheets for teachers, and general advice. There are lectures for 9-11 year olds up to sixth form level, and as they are popular, advance booking is necessary. Children's films are shown in the holidays.

A folder on the "History of Medicine" accompanies the recently opened Wellcome Collection and there are also three-fold Activity Sheets. There are ten titles, five at each of two ability levels: "Find-Out About ..." for older pupils, and "Looking At ..." for younger children.

Beautifully produced in blue or brown they include reproduced photographs, paintings and line drawings, and they relate scientific advance to social history in a thoughtful, if formal, manner. In contrast, some of the Quiz Guides available from the shop for the general public young visitor are disappointing. There are facilities for handicapped visitors.

There are no organised guided tours at the Geological Museum. On Tuesdays at 3.15 pm film programmes of interest to school parties are shown, and there are monthly lectures suitable for senior classes in secondary schools. There is a demonstration room with drawing facilities, microscopes etc. available. Workshops for fossil collectors are held once a month: details from the museum. Printed Museum "Search" leaflets are available, on reptiles, the earth, deserts and coal, at 3p. each, to schools and the general public.

The Victoria and Albert Museum provides talks for any age group, and there are occasional holiday activities. Last Christmas there was a quiz sheet competition entitled "Twelfth Night", followed by a musical entertainment.

Perhaps at this point the great work sheet debate should be referred to. Peter Dormer ("Worksheets in August" *TES* 8.8.80) wrote of the possibility of "holiday activity phobics" who exchange school work sheets for holiday worksheets. One curator I spoke to called developments in work sheets "the supermarket approach" and many people in museum education services denigrate the "I-spy" approach, and believe that work sheets are restrictive. Equally, others believe them to be an essential element in structuring learning.

John Reeve at the British Museum thinks that the best way to use a visit is for research arising out of the child's own school work. For many children, a trail, quiz or work sheet helps to focus attention on what is important, particularly in the larger museums. Unplanned rushing about and untrained looking can be tiring and unrewarding, and can lead to the "see who can press the most buttons" game.

The British Museum offers teachers' packs and illustrated notes for teachers to help prepare for a visit. These contain maps, excellent drawings, reference material and reading lists. There is an Olympic Games Exhibition pack already available, and a pack on Greek mythology in preparation. In the holidays the Museum provides Trails for 8–12 year olds. At Easter, the subject of the trail will be Egyptian Animals. Facilities for the disabled are available on request.

Evocative village and palace

What a pity that the Museum of Mankind which attracts so many children, should apparently make so little concession to them. Many of the exhibits in the *Azante: Kingdom of Gold* hall are far too high for children to see, and the language of the labels is clearly meant for adults. The evocative Asante village and palace, brilliantly lit, foliaged, and hot, has no models of children or their artefacts, and when I visited it was full of young visitors. Concise worksheets are available for three of the exhibitions. Some middle school boys "doing Aborigines" qualified their response to the sheets: "Well, it's interesting . . . once you can get down to it". Special film shows and introductory talks can be booked by writing to the Education Service. There is a schools room for eating packed lunches.

The last holiday activity at the National Portrait Gallery attracted three hundred children during forty-eight hours. For schools, there are sheets of Notes and Questions for use in conjunction with a guided tour relating to historical periods. The focus of some work I saw on the Tudors was on the way in which painting techniques can convey historical ideas.

The Gallery offers enterprising Practical Art sessions: pastels, collage, printing, mask-making and drawing for 8–13 year olds, while for 11–16 years olds, techniques of face making using drawing, painting and sculpture are offered. Some younger children, initially overwhelmed by the size and number of the pictures, were skilfully persuaded to create their own portraits and were, soon looking at faces, comparing their own with those of Stuart dignitaries. They took back to school with them a frieze of self-portraits crayoned onto white cloth. Booking is essential, and there are facilities for the disabled.

At the National Gallery, quiz sheets available in the holidays are offered to schools three weeks before the end of term. Informal lectures for the age range seven to 18 years are available. There are A level studies, such as Renaissance or Dutch Seventeenth Century paintings. While at primary level the talks are project based on topics such as water, sky or trees. At this end of the secondary level, teachers can request a subject. Anthea Peppin, the Schools Officer, quoted a teacher whose class of fifteen year olds condemned all painting as looking like brown gravy. Ms Peppin responded with a talk entitled "Brown Gravy Paintings".

For children on a day trip to London she organises an introduction to the gallery of a study of six famous paintings. Work sheets are available at junior and senior level, and they include some that require no reading and others for physically and mentally handicapped children. In the holidays, there are quiz sheets and painting competitions, designed to encourage looking.

Holidays and Saturdays

Holiday and Saturday activities are considered to be closely linked with those of schools. I particularly liked the Thursday afternoon pre-school activity class. It was carefully structured, with a story, a walk round the Museum to find things in the story, and finally painting or playing. In an activity room there is an old dolls' house to play with, a wooden horse to ride on, a weaving loom and art materials. There are holiday activities, puppet shows, talks, fashion shows and craft sessions.

While some schools bring their own work sheets, the feeling is that the collection is compact enough for the emphasis to be on looking. There are information sheets on dolls, Victorian shopping, silhouettes and childhood, and suggestions on how groups can best use the Museum. Book lists on toys and history are available, and a list of children's stories which feature examples of the toys. There is a park next door for picnics, and toilet facilities for the disabled.

The Horniman Museum in Forest Hill offers informal talks with slides, films and demonstration material. There is an information pack for teachers, a list of work topics, and suggestions for making work sheets. Information sheets for children are available for some topics. The staff emphasise that the ethnic nature of the exhibits, which include puppets, masks, carvings and musical instruments, lend themselves well to multi-racial classes.

Visits from partially-sighted and blind, and partially-hearing and deaf groups are encouraged, but the visits should be planned with the Museum. There is a Children's Club every Saturday and in the holidays for 8–18 year olds concentrating on creative work, and a Saturday Special Interest Centre to develop skills using the Museum and library. School visits should be booked. There is a sandwich room, and a park next to the Museum.

Lofty exhibits at the Museum of Mankind.

The Fenmore Edwards Museum, Stratford, E.15, provides talks illustrated with slides and objects from the reserve collection. The emphasis is on local and natural history, archaeology and geology. Talks can be arranged with teachers to suit a wide variety of ages and abilities. Staff will also visit schools to give talks, and there is a loan collection, although priority is given to Newham schools. A leaflet is available for teachers. In the holidays there are competition quiz sheets, club activities and two-day projects for children aged nine and over.

Many of the outer London Borough Museums offer an excellent service to schools. Some are small, but still well worth a visit. The Elizabethan Hunting Lodge in Epping Forest will open for schools by appointment. A short guided tour is offered, but teachers should make their own work sheets. The Museum can involve a wide age range from infants to secondary school children.

At Bexley the Local Studies Service offers guided tours around a part-Elizabethan, part-Jacobean house containing exhibits of local industrial, domestic and natural history. There are information sheets.

At the Bromley Museum in Orpington local children can be given an introductory tour of their library and Museum, and can handle Stone Age material.

Some holiday projects take place at the Ranger's House, Blackheath. These have involved quiz sheets and practical work. Visits can be made to Kenwood House, Hampstead. Enquiries about both houses should be made to Miss G. Adams (ILEA) 01-582 9027. Introductory talks can be arranged by request.

At the Cuming Museum in Southwark, there are three free work sheets as a guide to help teachers to make their own, and a small collection which can be handled.

Practical Art at the National Portrait Gallery.

A small number of top juniors can see Broomfield House with its Victorian nursery. Contact Mr. Pam, of the London Borough of Haringey on 01-986 6555.

There is an entrance charge of 25p for children under 15, and 50p for students, at the Dickens Museum. An information sheet, sample work sheets and a dossier of advice are available in advance to visitors, who should be well prepared.

The Borough of Greenwich's Plumstead Museum offers quizzes, brass rubbing, sketching, talks, slides and a loan collection for schools.

Gunnersbury Park Museum lends unbreakable artefacts to schools. Tours, talks, handling items and free work sheets are available in this museum which contains toys, costumes, a penny-farthing, and phaetons. There are also holiday quizzes.

Bruce Castle, Haringey, has teaching and activity rooms, a growing collection of work sheets, and holds sessions to introduce children to the Museum service. Programmes are developed in response to teachers' requirements and have included pattern in maths and "How We Used to Live" schemes.

Museums and galleries constitute invaluable resource material, but good preparation is essential. Fewer museum education departments report classes being dumped in the museums on Friday afternoon and told to get on with it on their own, although it still happens.

The Tate Gallery takes a large number of school parties. They provide work sheets which are designed to "lead your eyes into the pictures", as well as sheets relating to sculptures and prints. Booking at least three weeks in advance is necessary, six weeks ahead, for talks. Talks, slides, work sheets and questionnaires are available for all age ranges. There is no room where school parties can eat a packed lunch. In the holidays there are activities, spot-the-detail games and trails, for which some reading competence is necessary. There are facilities for wheelchairs.

Activity sheets are available at junior and senior level at the Commonwealth Institute. Lessons can be booked, and there is an Activities Room where the emphasis is on doing and touching. Primary events feature music, story telling and festivals with the emphasis on participation. Secondary events are syllabus related. There is a diary of events and school parties must book.

The National Maritime Museum welcomes school and group visits. There are practical work projects for juniors including ship model making, drawing and painting. There are work sheets available. For local children there is a Half Deck Club on alternate Saturdays, for juniors and seniors.

The National Maritime Museum welcomes schools.

Wing Commander Wood offers a whole day outing to the RAF Museum at Hendon, starting with a talk with slides and continuing with trails or a museum guide covering topics such as the Battle of Britain, Bomber Command and Pioneers of Flight. After lunch, there are film shows from 1.30–3.45 pm. At the moment questionnaires are available to parties only.

History of the Army

The National Army Museum offers topics relating to the history of the army from 1485–1914, Indian and Colonial to 1914, and the history of small arms to 1978. Talks, slides, archive film, facsimiles of archive material, and a handling collection of costume and small arms are available. Ideas sheets and reading lists are available, and for three weeks in the summer holidays there is a project incorporating films, talks, model making and quizzes. Access for the disabled to the lecture theatre and most exhibits.

There is a very pleasant library lecture room at the Imperial War Museum. When I was there, a class of teenage boys were watching German film and, guided by a lecturer, were discovering propaganda techniques. There is also a 200-seat film theatre and termly lists of educational film shows for different age groups are available. Six sided work sheets on "The First World War" and "The Second World War", both at two ability levels, are issued to schools, and there is also a holiday activity work sheet on "War 1775–1980". Photocopies of documents on Nazi Germany, Home Front 1939–45, and Trench Warfare, postcards and letters can be ordered from the Museum at 14p a sheet, so that teachers can make their own project folders. Booking is required for school parties. There are no indoor facilities for eating packed lunches.

At the Geffrye Museum the attention of a group of juniors was held for an hour as the Museum teacher related what they knew to what they could see in the Tudor room. The children held artefacts, smelt tallow candles and pomanders, and absorbed new information about the period. Two children were selected for dressing up. Their jeans and jerseys were covered by black tights, petticoats and a bolster farthingale, which provoked some giggles. They put on padded trunk-hose with velvet jacket, and velvet double skirt with pointed boned bodice. As bleached linen ruffs and Tudor cap and Anne Boleyn bonnet were added, their grave faces assumed an elongated, Elizabethan air, momentarily silencing the class before a riot of photographs broke the spell. The lesson finished with a sketch of the couple.

Both text and illustration in the work sheets are of good quality and there is a crossword puzzle, sorting puzzles, and some unusual worksheets designed to extend observation into evocations of life in the past. During the holidays there are projects based on music, writing, plays and puppets. Special project days can be booked by schools, and can include use of art rooms. Bookings for visits should be made at least a term in advance.

The Bethnal Green Museum of Childhood, a department of the Victoria and Albert Museum, is a community museum with a strong focus on childhood. The collection of toys, dolls, dolls houses, clothes and puppets is well spaced and lit, the exhibits being low enough for almost all children to see without being lifted. Last week a Youth Opportunities Training Programme lecture emphasised what the participants could do for themselves using the exhibits for inspiration, as a hobby, and later with their own children.

resources

Inside the cell

by John A. Barker

Inside the Cell: Microstructures, mechanisms and molecules
Photosynthesis: Energy from light
Tape/slide programmes, each with 160 slides and one cassette. One teacher's guide covers both parts. £54 each.
Edward Patterson Associates. 68 Copers Cope Road, Beckenham, Kent BR3 1RJ.

These programmes are part of a series produced by Science and Mankind Inc of New York, and they are available in this country in a cheaper and simpler version than that available in the United States.

Part 1 of *Inside the Cell* describes the structure of a typical plant and animal cell. The major cell organelles such as mitochondria, lysosome and Golgi are introduced and the structural differences between plant and animal cells are explained. A major section is taken up in describing current ideas about the structure and functioning of the cell membrane. It concludes by explaining the fright/flight response in terms of cellular reactions.

In part 2 the synthesis of proteins via the DNA/RNA system is illustrated and the supposed nature and function of the endoplasmic reticulum. The function of the Golgi apparatus is shown. The next section of the programme illustrates the release and carriage of energy within a cell by the ATP system and, finally, the functions of microfilaments and microtubules are discussed.

The photography in this set is of the high standard that I have come to expect from this source. A variety of images are used to provide impact and retain attention, among them the slide of a yeast cell being engulfed by a white blood cell. The material is generally accurate, although milimetre is confused at one stage with micrometer and mucus with mucous. Overall this programme could be valuable, either to give an introduction to the cell at A level, or to provide an overview for consolidation.

The first part of *Photosynthesis: Energy from Light* starts with an effective and amusing account of some of Priestley's experiments illustrated by cartoons. This section ends with a mouse pointing to a banner bearing the words "Have you thanked a green plant today". Then it takes us through a series of simple investigations to develop an understanding of the process.

Some of the methods used are different from the investigations described in most elementary textbooks. These include a neat way to measure oxygen production and the influence of environmental factors on the rate of production; and the use of light filters to demonstrate the effectiveness of particular colours for the production of starch in a green leaf.

However, the investigations have not always been thought through as a scientific approach to discovery. For example in "showing" that carbon dioxide is essential for photosynthesis no control is set up, so the stated result has no scientific validity. Also, it is a pity that such an ineffective method is used to make a chlorophyll chromatogram–most fourth formers could do better.

Part 2 considers the biochemistry of the process. It makes extensive use of diagrams and molecular models. The first section, of some 20 slides, shows very simply the structure of the different molecules involved from water and carbon dioxide to glucose and polysaccharides. Then, using the analogy of two factories, it builds up a simple version of the processes involved in the light and dark reactions.

Finally it emphasizes the problems that may develop from pollution and tropical forest clearance in the maintenance of the natural balance of the atmosphere. Overall this simple approach succeeds, but it is not altogether easy to see where it will fit into a biology course. Part 1 could be used quite effectively—particularly from the standpoint of criticizing the investigations. Part 2 is too advanced for O level, but not enough detail is given for A level work.

Both sets contain a number of review slides, where the commentary should be stopped to consider the questions or the summary. *Photosynthesis* also contains in each part two or three slides containing very simple sentence completion exercises.

The teacher's guide is very good—not too verbose, but effective. In view of the number of slides in each unit the price is not unreasonable. The standard of production is good, although the science content can be criticized in a few places. For a novel, if costly, presentation of these important topics is worth consideration.

Testing, testing

by Betty Root

The Macmillan Diagnostic Reading Pack
Macmillan. £9.95.

This pack contains a teachers' manual, fifteen test cards and a checklist for each of the four stages of assessment. The checklists are expandable, none of the other material would require replacement.

The author points out in his excellent manual that many traditional tests still widely used in classrooms, fail to provide comprehensive information concerning a child's progress in reading. Because of this teachers resort to more than one test in order to begin to set up a diagnostic programme.

The main value of the new diagnostic pack is its attempt to provide a more structured method for looking at children's reading and also to provide source/reference materials to help teachers plan individual programmes.

The 15 test cards cover a wide range of reading activities including word recognition, visual memory, sounds blends, digraphs and reading strategies. Ted Ames developed this material at the John Taylor Teachers' Centre in Leeds and is understandably reluctant to claim that he has discovered *the* answer.

Nevertheless this pack does provide one way to diagnosing reading difficulties and it is sufficiently flexible to be adapted to the individual needs of children and teachers.

The originality of the Macmillan Diagnostic Reading Pack lies in the information provided in the manual concerning resources available for teaching procedures. With careful examination, especially undertaken in groups as part of an in-service programme, this pack will enable many teachers to teach themselves more about diagnosis.

Micro info.

The MUSE (Mini and Microcomputer Users in Secondary Education) Information Office has been established at Ilmington School, Ilmington Road, Wooley Castle, Birmingham, and will be manned by Bob Trigger, Information Officer, a secretary and an assistant.

The office will deal with queries and the staff also hope to negotiate special rates for supplies of discs, tapes, paper etc. They are also compiling a *Which*-type report on the popular micro systems.

Further information: Bob Trigger, MUSE, FREEPOST, Bromsgrove, Worcestershire, B61 7BR.

Puzzle picture

Arrow Puzzles, a division of Milton Bradley Ltd, are organising a national junior "take a jigsaw puzzle picture" contest. Details have not been finalised but broadly the competition will be divided into two classes for children aged nine to twelve and those aged thirteen to sixteen.

The aim is to take a photograph suitable for use as an Arrow Jigsaw puzzle. The picture can be in colour or black or white, but it must be a print not a transparency.

Further details from Glynis Peter, Milton Bradley Ltd, Century House, 61 Uxbridge Road, London W5.

media

Shopping around

Carolyn O'Grady on 'Education Shop'

CONTINUING EDUCATION
Education Shop
BBC-1 on Sundays from March 22–May 10 at 1.25pm; repeated Monday 11.40pm from March 23–May11.

Parents are probably more confused and troubled by the education system now than at any other time in recent history. *Education Shop*, the BBC's guide to the system, seeks to given them the confidence to approach and scale the castle walls.

The programmes are a mixed bag: the four this reviewer has seen were of very variable quality. The first programme, "Choosing a School", illustrates some of the general failings.

It began with Richard Bourne, an education journalist, giving the impression that all that was required was a bit of effort and parents would probably be rewarded with a good school. After this a good strategy might have been to try and explain the different educational philosophies which so confuse and alienate parents: to explore the difference, for example, between the so-called progressive and traditional schools. But instead the programme meandered among different parents who very briefly gave their criteria for choosing a school. The result was confusing and unsatisfying.

Allocation procedures were also treated superficially. The question "What do you do if you don't get your child into the school of your choice?" was apparently answered by a mother who had decided to educate her children herself: a red-herring in this context but one which might deserve a programme of its own. However, procedures outlined in the 1980 Education Act were given later on.

A more accurate title for the second programme, "Is Small Beautiful?" might have been "Small is Beautiful". All the schools visited are small and appear to be working well. Why were we not shown some big schools that work and some small ones that don't?

The depressing message is: small is ideal but we can't afford it: a conclusion which would have been a good starting point for a more constructive programme on how to offset the disadvantages of bigness.

"Becoming a Reader", the third programme, similarly takes a strong viewpoint, but much more effectively. Parents, if they want to, can teach their children to read and write and children profit from parental coaching. "There are risks", says Betty Root of the Centre for the Teaching of Reading at Reading University, but these are outweighed by the advantages.

There is some clear advice on how to set about teaching and coaching and the importance of remaining relaxed and never pressurising the child is emphasized.

There is only one misgiving. What about those parents who, because of lack of time, confidence or inclination can't teach their children. Is the BBC running the risk of creating some anxious parents?

"Exams", the sixth programme is surefooted and informative. It treads carefully through the CSE or GCE minefield; discusses how standards are fixed; and gives some sensitive advice on how children and parents should approach exams.

Education Shop gives the impression of being rather hastily put together. Many of the subjects are not considered fully enough – one 30 minute programme on choosing a school at primary and secondary level is not enough – and "Small is Beautiful" is angled in such a way as to constrain any fruitful analysis. Education consumers deserve a more thorough guide.

Written evidence

Brian Hill on publications

In a few days the annual order sheets for publications will be arriving in schools. Over recent years the number of titles available to teachers using BBC series has diminished considerably and threatened economies will not reverse this trend. Obtaining publications has also become more complex since the BBC computerized its operations, with restrictions on when you can order and how.

The argument is that the BBC makes a loss on publications, that schools cannot afford them and thus have to be made. Audience figures suggest however that more schools than ever are using radio and television and often as a significant part of the curriculum. When times are hard, the "cheap" resource of radio and television becomes more, not less, attractive.

This should be the time when the BBC stresses the value and quality of its publications. Informative notes are absolutely essential for making the most of broadcasts. In the field of modern languages, the need for accurate transcripts; suggestions for classroom exploitation with concrete examples of exercises or activities to avoid the need for unnecessary and time-consuming preparation.

If we analyse this term's notes we see that already some series are not as well served as they used to be. Television seems to do rather better than radio. *Rendez-vous France*, *Des la Début* and *Treffpunkt* all carry transcripts, copious suggestions for exploitation and a handy "pull-out" section which can be duplicated or photocopied. Pamphlets accompanying radio programmes such as *Voix de France* and *La France Autour d'Inil* which gives only a résumé of the text, together with a few general questions, are of limited practical use. *La Parole aux Jeunes* contains some of the text and a number of "activités" which are a good idea, but, unfortunately, they are not always accompanied by explanations and it is then difficult to see how they link in with the broadcasts.

Radio producers experience particular difficulty in that copy-dates for booklets fall months before the programmes are recorded. In an attempt to overcome this, last-minute multi-lithed additional notes are compiled by the producers and made available for most radio series from The Language Centre, Brighton Polytechnic, Falmer, Brighton. To counter BBC Publications' reluctance to sell themselves, another device is becoming more common. This is the development of a partnership with outside publishing companies. ITV, whose first round notes are usually inadequate but who make up for this with a fundamental revision to accompany the repeat, have tied up with Mary Glasgow and Nelson. Now BBC's *Rendez-vous France* has a comprehensive resource pack issued by B. J. Arnold.

Outside agencies are ready to come into the field and it is to be hoped that in 1982 the Corporation will recognize the value of school publications, and come forward more positively with the sort of pamphlets that the consumers need and the often excellent broadcasts deserve.

Kite flight

by Basil Browne

FILM
Kites
Colour, 16mm, 28 mins
A Compass Film Production for the Arts Council of Great Britain
Hire enquiries: Concord Films Council Ltd, 201 Felixstowe Road, Ipswich, Suffolk IP3 9BJ.

Although the makers of *Kites* have not been able to decide whether to fly towards history, art, documentary or simple awe, they have still achieved a very good film. The history and art components are interesting enough, and the awe sympathetic enough to justify any fuzziness of intention and create a very satisfying half hour.

There are bits about kite-making and kite associations, snippets on altitude records, and rather tantalising fragments of history. Marconi, apparently, made the first transatlantic-flying kite. Alexander Graham Bell was working on a man-lifting kite, in 1903. In the East they made kites whose strings hummed to frighten the enemy.

Today's leisure kites reflect some of this and we learn that they are becoming more and more complex, mathematical, arty, beautiful and adult. Some of the photography that shows all this is exquisite and the standard never falls below excellence. The commentary is informative and unobtrusive.

The whole creates a sense of harmony (though sometimes Ron Geesin's music is incongruous) which is unusual for an Arts Council Film, most of which look as though they have been made by a committee.

One is left with some wonderful images: miniature kites the size of a hand; kites that look like tiny air-beds in lines of three or even nine; dramatic long shots against Parliament Hill; the kite-flyers' mecca, from which you can see almost all of London. *Kites* could be as useful in a media studies or film-making course as in a study of its subject matter.

Briefings

Radio and tv
OU and CE

The Balby Street Kids (Saturday, 0855, BBC 2)
An examination of the creative work done in Balby Street Primary School, and educational priority area of the South Yorkshire coalfield.

The Venetian Twins (Saturday, 1125, Monday, 0640, BBC 2)
A production of Goldini's 18th century comedy about the confusing arrival of identical twins in Verona. Important since it marks the turning point from traditional masks and dialogue improvisation towards scripted plays.

Spreading Oceans (Sun, 0805, BBC 2)
Uses an Icelandic setting to explain how terrestrial lavas can be formed when the ocean floor spreads and the earth crust moves. Includes film of the eruption in 1963 when the island of Surtsey appeared and shows how Iceland's hot springs provide warm water for the main cities.

Analysing social interation (Sun, 0855, BBC 2)
Explanation of the system developed by the Huthwaite Research Group for analysing social interactions. Followed by an exercise in which students try out the system on themselves.

The Gambler: Dostoevsky (Sun, 0920, BBC 2)
Dorothy Tutin appears as Dostoevsky's widow in this programme from the "Risk" course.

Air Traffic Control: Heathrow (Thurs, 1715, BBC 2)
The "Systems behaviour" course follows flight BA 522 as it comes into Heathrow from Washinton. Seventy aircraft per hour are handled safely by the "System and its Controllers".

Self Portraits (Sat, 1700, Radio 4)
Young people who have found the transition to adult life difficult about what went wrong and how things might have been different.

Nature Watch (Monday, 1900, ITV)
Julian Pettifer meets 73 year old Dr Miriam Rothschild who has been studying fleas, moths and butterflies for most of his life. She has published 250 scientific papers and is at present working on a book about butterflies in art and literature.

Education Shop (Mon late night BBC 1)
Should parents teach their children to read? Do children learn to read through looking at words and being encouraged to try for themselves? Experts on the teaching of reading give guidance and comment on the latest research.

Looking at the River, a film sponsored by the Thames Water Authority to show why rivers are essential to man's existence is available from Guild Sound and Vision.

The film is in colour and runs for 17 minutes. It explains the many and varied demands made on the River Thames and the role it plays in our lives as a means of draining land, on outlet for waste water, for industry and agriculture, as a haven for wildlife and recreation and as an area of natural beauty.

The film is available on free loan within the Thames Water Authority area and for hire at £5.90 plus VAT outside this area from Guild Sound and Vision Ltd, Woodston House, Oundle Road, Peterborough PE2 9PZ.

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Nursery Education

Headships

PART TIME
Applications are invited for the post of Headmistress of a small fee paying Nursery /Infants School in N.W.8 as from 1st September 1981. Experience essential.
Further information obtainable from the Administrator, The Children's House, 37 Richmond Avenue, London N1. (00030) 000-90

Deputy Headships

ESSEX
CHURCHGATE C OF E PRIMARY (VOLUNTARY CONTROLLED) (Roll 165)
Hobbs Cross Road, Harlow CM18 6LB
Tel: Harlow 39315
DEPUTY HEADTEACHER (GROUP 4)
Required for September 1981: An experienced and enthusiastic teacher able to co-ordinate current development within this Church School.
Christian teacher preferred.
Closing date: April 21st, 1981.
STAPLE TOR (CDAD) COUNTRY INFANTS SCHOOL (Roll 130)
Staple Road, Loughton
Tel: Loughton 01-508 1341
DEPUTY HEADTEACHER (GROUP 4)
Required September 1981: Experienced and enthusiastic teacher with a keen interest in curriculum development. Ability to play piano an advantage.
For both posts – apply to the Area Education Officer, c/o St. John's Road, Epping, Essex. Tel: Epping (0344) 4211. Closing date April 24th, 1981.
SACRED HEART R.C. (AIDED) J. & I. SCHOOL
(Third Form Group IV)
Windermere Road, Southend on Sea
Tel: Southend 0702 68058
DEPUTY HEAD
Re-advertisement
Experienced Catholic teacher with initiative and drive and capable to at least one area of curriculum. Required September 1981 for this Group 4 School.
Application forms and further details from: Southend Area Education Office, Victoria Avenue, Victoria Avenue, Southend on Sea, Essex.
WATERSIDE SCHOOL (COUNTY PRIMARY SCHOOL (Group 3)
(Roll 411)
Ross Close, Saffron Walden CB10 1JD
Tel: Saffron Walden 21720

DEPUTY HEADTEACHER
Required September 1981. Infants Deputy, well experienced in modern primary method and keen on parent involvement. Small open-plan school.
Further particulars and application forms available from the Area Education Officer, Crossman House, Station Approach, Braintree. (Tel: 0376 CM7 6QA. (s.a.e. please). Closing date: April 27th, 1981. 010-90

BERKSHIRE
NEW BRIDGE NURSERY SCHOOL Montague Street, Caversham, Reading RG4 8BL (Group 3)
DEPUTY HEADTEACHER required September 1981. Candidates should be experienced Nursery Teachers and are welcome to visit the school by arrangement with the Headteacher, Reading 472834.
Application forms and details available from the school. (s.a.e.).
Closing date April 17 1981. (013305) 001-90

EAST SUSSEX
COUNTY COUNCIL (BRIGHTON AREA)
WHITE HOUSE NURSERY SCHOOL
Ladies Mile Road, Brighton
Required SEPTEMBER 1981 or earlier if possible: DEPUTY HEAD of this Group 3 School. Applicants must be experienced nursery trained teachers.
Relocation Grant Scheme in approved cases.
Application forms and further details available from the Area Education Office (977). Annexe, Your Buildings, Old Steine, Brighton BN1 1NP, and for return to the Headmistress at the School by 16th April 1981. (00064) 001-90

Other Appointments

BIRMINGHAM
EDUCATION DEPARTMENT
KINGSTON ROAD DAY NURSERY 89
Required as soon as possible: Temporary Nursery teacher. The appointment will be to the staff of the Education Authority on secondment until March, 1983. No further appointment may be possible after that date but consideration of continued employment beyond 31.3.1983 can be given.
Application forms and further details from Staffing Branch, Education Department, Margaret Street, B3 3BU.
There is a scheme for assistance with removal expenses. (00084) 000-90

Primary Education

BERKSHIRE
THAMESIDE COUNTY PRIMARY SCHOOL
Wolsey Road, Caversham, Reading RG4 8BY
N.O.R. 345
Required September 1981 (January 1982 if preferred) a challenging opportunity (or someone with a vocation in Primary School Education.
Application forms and further details obtainable from the Director of Education, Education Office, Abbeuseum House, Market Street, Bury, Lancs. BL9 0BW. Completed forms to be returned to the Clerk to the Governors, Waterpark Road, Salford, M7 0FT, by no later than 16th April, 1981. (01137) 010-90

CAMBRIDGESHIRE
CAMBRIDGE AREA
SEDLEY INFANTS SCHOOL
Cambridge.
Applications are invited for the DEPUTY HEADSHIP of this school to commence in September or January 1982.
180 on roll.
Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge. (s.a.e. please) returnable by 13th April. (00301) 010-90

BRADFORD
METROPOLITAN DISTRICT COUNCIL
EASTWOOD FIRST SCHOOL
Martingale Drive, Keighley
Required for September 1981, suitably qualified and experienced teacher for the Headship of this Group 4 first school. The school at present has 235 children between the ages of 5 and 9 years together with 140 children who attend the nursery class on a part-time basis. A high proportion of the children come from ethnic minority backgrounds and initial work in English as a Second Language is an important part of the work and the school.
Application forms and further details may be obtained from the Director of Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, where completed forms should be returned by 24th April 1981. (00136) 010-90

CUMBRIA
COUNTY COUNCIL
ABBEY ENDOWED SCHOOL (Voluntary Controlled, Mixed 4 - 11 (Year) 31 on roll)
Head required for September, 1981. Small group 1 school. Applications are invited from suitable persons who are qualified teachers.
Application forms and further details from the Director of Education, Civic Centre, Carlisle to whom completed forms should be returned by 16th April, 1981. (00147) 010-90

DEVON
Please see block advertisement on page 41. (00018) 010-90

EAST SUSSEX
COUNTY COUNCIL
HURST GREEN C.E. SCHOOL
Hurst Green, Nr. Hailsham
HEADSHIP – GROUP 2
Required September, 1981.
Applications are invited from suitably qualified and experienced teachers for appointment to this Headship. Vacancy occurs because of promotion of present holder.
Application form and further details obtainable from Area Education Office, 68, Wellington Square, Hastings TN34 1PJ.
Closing date 17th April, 1981. (00014) 010-90

EAST SUSSEX
COUNTY COUNCIL
ST. CRISPIN'S COUNTY INFANT SCHOOL
Appointment of Head Teacher Group 4. Roll 110.
Applications are invited for the post of Head Teacher. Appointment to take effect at the beginning of the Autumn Term 1981.
Application forms and further particulars, for both the above posts are available from the Divisional Education Officer, Division 2, Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN.
Closing date: 31st April, 1981. (00728) 010-90

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dover Division
SNARGBROOKS COUNTY INFANT SCHOOL
Heath Field Avenue, Dover CT16 2PB
Appointment of Headteacher : from September 1981 to place of the present Headteacher who is retiring.
Application forms and further details (s.a.e. please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover CT16 1JU to whom they should be returned by 24th April 1981.
THANET DIVISION
DANE JANET COUNTY PRIMARY SCHOOL (Infant Department)
Appointment of Head Teacher Group 3. Roll 225.
Applications are invited for the post of Head Teacher. Appointment to take effect at the beginning of the Autumn Term 1981.
Application forms and further particulars, for both the above posts are available from the Divisional Education Officer, Division 2, Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN.
Closing date: 31st April, 1981. (00728) 010-90

LINCOLNSHIRE
LINCOLN ST MARTIN'S CE (CONTROLLED) FIRST SCHOOL
BURNHAM GROUP 3.
ROLL 130
Applications are invited from suitably experienced teachers for appointment as Headteacher of this school from Autumn Term 1981, or as soon as possible thereafter.
Forms and further particulars are available from the Divisional Education Officer, 4 Lindum Road, Lincoln on receipt of a SAE. Closing date 24 April 1981. (01613) 010-90

LINCOLNSHIRE
NORMANBY COUNTY PRIMARY SCHOOL
Normanby by Spital, Lincs. LN8 2HE (Group 4 Roll 50)
Applications are invited for the post of Head Teacher from 1st September, 1981. s.a.e. for application form and further particulars to: Divisional Education Officer, Division 2, Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN.
Closing date: 31st April, 1981. (00728) 010-90

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following appointments:
(A) WISKE COUNTY PRIMARY SCHOOL, NR NORTHALLERTON (GROUP 2)
KIRK PENTON (CONTROLLED) PAROCHIAL SCHOOL, NR TADCASTER (GROUP 2)
LANGCLIFFE COUNTY PRIMARY SCHOOL, NR SETTLE (GROUP 1)
Please send stamped addressed envelope for application forms and details to the County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned no later than fourteen days after the appearance of this advertisement. (00714) 010-90

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
COOPER & JORDAN C.E. INFANT SCHOOL
The Green, Aldridge, Walsall, WS9 8BN
Required for September, 1981:-
HEAD TEACHER (Group 4). To lead 168 pupils on roll (including 28 Nursery places) to address issues.
St. Swithun Street, Winchester SO23 8AA.
Candidates should be communicant members of the Church of England (or denominational Church of England).
Applications are available on receipt of an SAE from the Rev. Prebendary Archdeacon, The Vicarage, Aldridge, Walsall, WS9 8EH.
Closing date for applications 30th April, 1981.
This authority is an equal opportunity employer. (00305) 010-90

SUFFOLK
ST PANCRAS R.C. AIDED PRIMARY SCHOOL
Ipswich
(Group 3) 5 - 11 years
Applications are invited from suitably qualified and experienced teachers, who should be committed practising Roman Catholics, for the following post:
Scale 1 Point 1
Application forms and further details are available from the Deputy Education Officer, Grimwade Street, Ipswich (s.a.e. please) to be returned by 17th April 1981. (00985) 010-90

HAMPSHIRE
BRAISHFIELD COUNTY PRIMARY SCHOOL
Braishfield, Romsey,
Headteacher required for this Group 2 school on 1st January 1982.
Further details and application forms are available from the Area Education Officer, Address House, St. Swithun Street, Winchester on receipt of a stamped addressed envelope.
Closing date for completed application forms 28.4.81. (01171) 010-90

HAMPSHIRE
HALTERWORTH COUNTY PRIMARY SCHOOL
Halterworth Lane, Romsey.
HEADTEACHER required for this Group 4 School on 1st January 1982.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun St., Winchester on receipt of a stamped addressed foolscap envelope.
Closing date for completed application forms 24th April, 1981. 010-90

HERTFORDSHIRE
COUNTY COUNCIL
FIELD (INFANT SCHOOL
Watford Fields, Watford
Applications are invited from suitably qualified teachers for the Headship of this Group 3 School from September 1981 (or as soon as possible thereafter) to take up newly built, attractive new buildings.
Application form and further details from the Chief Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3EU, to be returned, with letters of application, by 21st April 1981. (00144) 010-90

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
KETTERING, MILLBROOK INFANT SCHOOL
APPOINTMENT OF HEAD TEACHER
Required for September, a suitably experienced teacher for the Headship of this school which serves an area of modern housing development on the eastern side of Kettering (Roll 216). Closing date: 17th April, 1981.
Further details and forms (s.a.e.) from the County Education Officer (Ref. 3CC), Northampton House, Northampton NN1 5HX. (00069) 010-90

NORFOLK
COUNTY COUNCIL
Education Department
HEAD
for
Pulham Pennyers Voluntary Controlled Primary School, Nr. Diss (Group 2)
Application forms and further details from COUNTY EDUCATION OFFICER, COUNTY HALL, NORWICH, NR1 2DL, on receipt of stamped, addressed foolscap envelope.
DEPUTY HEAD
for
Wevensey Voluntary Controlled First School, Belton, Gt. Yarmouth, (Group 6)
Application forms and further details from AREA EDUCATION OFFICER, 22, EUSTON ROAD, GT. YARMOUTH, NR30 1DZ, on receipt of stamped, addressed foolscap envelope.
Closing date for all applications – 22nd April, 1981.
Removal expenses payable in accordance with the Authority's scheme.
TES810

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for appointment to the following posts.
Successful candidates will be expected to take up their appointments on 1st September, 1981.
(A) BATTLE HILL FIRST SCHOOL (Wallsend)
Group 6. Roll 278. Age range 5-8 years.
(B) HAZLERIGG FIRST SCHOOL (Newcastle)
Group 3. Roll 131 plus Nursery Unit and Partial Hearing Unit.
Age range 5-9 years.
(C) HIGH FARM MIDDLE SCHOOL (Wallsend)
Group 6. Roll 514. Age range 9-13 years.
(D) LONGBENTON MIDDLE SCHOOL (Longbenton)
Group 5. Roll 244. Age range 9-13 years.
(E) MONKSEATON MIDDLE SCHOOL (Whitley Bay)
Group 6. Roll 308. Age range 9-13 years.
(F) STEPHENSON MEMORIAL MIDDLE SCHOOL (Wallsend)
Group 4. Roll 200. Age range 9-13 years.
Further details and application forms are available on receipt of a s.a.e. from the Director of Education, Education Offices, The Chase, North Shields, Tyne and Wear, NE29 0HW, to whom they should be returned by 17th April, 1981.
TES810
North TYNESIDE
Metropolitan Borough (Council)

PRIMARY
continued

OXFORDSHIRE
COUNTY COUNCIL

LONGFIELDS C.P. SCHOOL
Longfields Road, Bicester

Required for September 1981, a Headteacher for this Group 4 Primary School with approximately 200 on roll.

Application forms and further particulars available from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA to whom they should be returned within two weeks of the appearance of this advert. S.A.E. please. (01)3901 010-90

WEST GLAMORGAN
COUNTY COUNCIL
Please see displayed advertisement on page 62. (07115) 010-90

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CROSSGATES C.P. SCHOOL
(Nr. Llandrindod Wells)
Required for 1st September, 1981, a qualified HEADTEACHER salary Group 4 (Bot. 3550).
Application forms and further particulars from Director of Education, County Hall, Llandrindod Wells, Powys LD1 5LG.
Closing date 24th April, 1981. (09145) 010-90

WILTSHIRE

IVY LANE COUNTY JUNIOR AND INFANTS SCHOOL
Chippenham, SN15 1HE.

GROUP 6. N.O.R. 399

Head Teacher required from 1st September, 1981.

Application form and further details (s.a.e. please) from and returnable to the Chief Education Officer, County Hall, Trowbridge, Wiltshire, BA14 8JS, by 10th April 1981. (00033) 010-90

WILTSHIRE

WANBOROUGH I/J SCHOOL
Estimated N.O.R. - GROUP 3
January '82 64

HEAD TEACHER required from September 1981 for this School situated in a thriving village, four miles East of the town centre of Swindon.

Application form and further details (SAE please) available from Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wilts SN1 1QH returnable by 21st April 1981. (01) 8121 010-90

STOCKPORT

ROSE HILL PRIMARY SCHOOL
Bamfield Drive, Rose Hill, Marple, Stockport SK6 6PJ
Group 6 (Bot. 653)
HEADTEACHER
Applications are invited from suitably qualified and experienced teachers.
Application forms obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE quoting reference No. 810 April 1981. (00920) 010-90

Cheshire

WARRINGTON DISTRICT
Westbrook, Old Hall County Primary
Warrington Group 4

Applications are invited from suitably qualified teachers for the post of

Head Teacher

of this new open plan County Primary School in the Warrington New Town area of Westbrook. A person is sought, who will be keen to encourage community involvement through joint use facilities provided at the School.

It is expected that the School will open in January 1982, but it is hoped to make an appointment from September 1981, a term in advance.

Application forms and further details from The District Education Officer, Priestley House, Sankey Street, Warrington. To be returned to the District Education Office by closing date 24th April 1981.

TES810

BEXLEY LONDON BOROUGH

Re-Advertisement

NORTHEND PRIMARY SCHOOL,
Erith
Roll 257—Group 5

Applications are invited from suitably experienced teachers for the post of

HEAD TEACHER

Appointment to commence 1st September 1981, or as soon after as possible. Previous applicants will be reconsidered.
L.A.A. £498 plus Social Priority Schools Allowance. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms and further details available from Principal Advisory Officer (T.S) Town Hall, Crayford, Kent DA1 4EN (enclosing foolscap s.a.e.) to whom they should be returned by 24th April 1981.

TES810

The Borough is within easy reach of Central London and is bordered by Epping Forest.

Required for September 1981,

St. Helen's R.C. (Aided) Infants' School
Shernhall Street, Walthamstow E17 9HU.
Vacancy due to retirement of present postholder

Head Teacher
Group 4 School
Salary from £9601 to £10,590
plus £498 Outer London Allowance

Anticipated roll at May 1982 – 125 approximately.
The Governors are seeking applicants who should have experience as Head or Deputy Head and who must be practising Roman Catholics.
Application forms and further details (please enclose s.a.e.) from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: 16th April, 1981.

Waltham Forest

HAMPSHIRE

SOUTH VIEW JUNIOR
Old Odiham Way, Basingstoke, RG22 4PH
Group 4 - N.O.R. 350
Required September, 1981. Deputy Headteacher to share leadership of a lively, positive staff, interested and knowledgeable in the following areas of activity: Child Development, Language Development and Curriculum Development. Please state other areas of strength and interest.
Written applications to Headmaster.
Closing date for receipt of completed applications 15th April, 1981. (01478) 011-90

HAMPSHIRE

MARNAL COUNTY INFANT
Marnal Park
Ashford Road, Basingstoke RG24 8AE
N.O.R. 255
Deputy Headteacher - Group 3 required September, 1981. Must be a lively and dedicated teacher, with a wide understanding and experience of Primary/Nursery education.
Strong interest/developments in the education field and a good communication skills essential.
Written applications (S.A.E.) to Headteacher at the school.
Closing date 15th April 1981. (01169) 011-90

HERTFORDSHIRE

COUNTY COUNCIL
BROCKSWOOD DIVISION
BROCKFIELD INFANTS SCHOOL
Groups 3/4
Brockfield Road, Trins.
Nor roll 175
DEPUTY HEAD required for September 1981
Forms and further details available from the Headteacher (S.A.E. please). (00241) 011-90

LINCOLNSHIRE

WAINFLEET ALL SAINTS JOINT C.E./METHODIST CONTROLLED PRIMARY SCHOOL
Rumbold Lane, Wainfleet,
Skegness, PE24 4QS.
(Group 4 Roll 142)
Applications are invited for the post of Head Teacher from 1st September, 1981. S.a.e. for application form and further particulars to: Divisional Education Officer, Division al Education Office, Eastfield House, Eastfield Road, Louth, Lincs LN11 7AN.
Closing date 21st April 1981. (01600) 011-90

Deputy Headships Second Masters/ Mistresses

AVON COUNTY

ST FRANCIS R C J M & I SCHOOL
Station Road, Nailsea
RH0-23.1.81
Required from September 1981. Deputy Head (Group 4) for this newly opened school in an expanding area. Infant experience desirable. Applicants must be practising Catholics.
Further details and application forms returnable by 17th April 1981 from the Headteacher. (01)354 011-90

BUCKINGHAMSHIRE

BEACONSFIELD /CHILTERN DIVISION
GERRARDS CROSS C of E COMBINED SCHOOL
Worsley Avenue, Gerrards Cross, Bucks, SL9 8BD.
(Group 6)
Head: T.A. Bryan, JP.
Required for September 1981 a Deputy Head for this well-established multilateral school, capable of supervising the Junior Department as well as Deputising for the Head. Assistance with removal expenses is given in approved cases. Prince Allowance £315 in addition to Burnham Salary.
Application form and details available from Education Officer (Staffing) 26 London Road, West Amersham, Bucks (s.a.e. please). Closing date 24 /4 /81. (00691) 011-90

CALDERDALE

METROPOLITAN BOROUGH
COUNCIL
EDUCATION DEPARTMENT
HEBDEN ROYD CE (A) J & I SCHOOL
Church Lane, Hebden Bridge, West Yorkshire, HX7 6DB
Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP of this Group 4 school, which is Primary with a Nursery Class. A computerised manager of the Church of England is preferred. The appointment will be from August, 1981.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Rev. J.E. Durnford, St. John's Vicarage, Hebden Bridge, to whom completed forms should be returned by 24 April 1981. (00845) 011-90

DEVON

Please see block advertisement on page 61. 011-90

DORSET

COUNTY COUNCIL
GILLINGHAM FIRST SCHOOL
Nicholls Crescent, Poole.
(5 - 8 age range - 287 on roll)
required September 1981 DEPUTY HEAD TEACHER (Group 6).
Application (s.a.e.) and further details from the Staffing Officer, Area Area Education Office, Forums House, Bournemouth BH2 6HR on receipt of s.a.e. (01)36) 011-90

ENFIELD

LONDON BOROUGH OF
ALMA INFANTS SCHOOL
Alma Road, Enfield, EN3 4UQ
Group 4, Roll 154 + Nursery Class
Applications are invited for the DEPUTY HEADSHIP of this School which becomes vacant in April 1981 on the appointment of the present holder to a headship in Enfield.
London Allowance, £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to whom they should be returned by 17th April, 1981. (00110) 011-90

GWENT

COUNTY COUNCIL
ST. JOSEPH'S R.C. JUNIOR & INFANTS SCHOOL
Newport.
(Group 3)
DEPUTY HEADTEACHER
Applications are invited from suitably qualified Catholic teachers for the above post. Forms are available from, and to be returned to, Father H. Rundle, St. Patrick's Presbytery, 151 Corporation Road, Newport and should be returned not later than the 17th April, 1981. (00677). 011-90

HAMPSHIRE

SOUTH VIEW JUNIOR
Old Odiham Way, Basingstoke, RG22 4PH
Group 4 - N.O.R. 350
Required September, 1981. Deputy Headteacher to share leadership of a lively, positive staff, interested and knowledgeable in the following areas of activity: Child Development, Language Development and Curriculum Development. Please state other areas of strength and interest.
Written applications to Headmaster.
Closing date for receipt of completed applications 15th April, 1981. (01478) 011-90

HAMPSHIRE

MARNAL COUNTY INFANT
Marnal Park
Ashford Road, Basingstoke RG24 8AE
N.O.R. 255
Deputy Headteacher - Group 3 required September, 1981. Must be a lively and dedicated teacher, with a wide understanding and experience of Primary/Nursery education.
Strong interest/developments in the education field and a good communication skills essential.
Written applications (S.A.E.) to Headteacher at the school.
Closing date 15th April 1981. (01169) 011-90

HERTFORDSHIRE

COUNTY COUNCIL
BROCKSWOOD DIVISION
BROCKFIELD INFANTS SCHOOL
Groups 3/4
Brockfield Road, Trins.
Nor roll 175
DEPUTY HEAD required for September 1981
Forms and further details available from the Headteacher (S.A.E. please). (00241) 011-90

HAMPSHIRE

HORDLE C.E. (CONT.) PRIMARY SCHOOL
Hurdle Lane, Hurdle, Nr. Lymington SO4 0FH
N.O.R. 240 approx.
DEPUTY HEADTEACHER - GROUP 5 SCHOOL
Salary scale currently £7,164 - £8,925
To share in the planning and implementation of school policy and to assist with the liaison between phases within the school and between schools. Experience across the primary age range and an interest in long's games and music would be an advantage.
Application and curriculum vitae with s.a.e to Headteacher.
Closing date 10th April, 1981. (00330) 011-90

HERTFORDSHIRE

COUNTY COUNCIL
ST. ALBANS DIVISION
ST ALBAN AND STEPHEN RC (AIDED) INFANTS' SCHOOL, Gp.3
(with Nursery Class)
Verulo Crescent, St Albans.
Deputy Headteacher, Gp.3. Required September. Must be practising RC with Religious Education Certificate. Music an advantage.
Apply by letter, enclosing curriculum vitae, names and addresses of two referees and Parish Priest (s.a.e. please). (00363) 011-90

HOUNSLOW

LONDON BOROUGH OF
EDUCATION COMMITTEE
THE WEST MYERS INFANTS AND NURSERY SCHOOL
Arundel Road, Hounslow TW3 4ON
Tel: 01-570 0937
Head Teacher: Mrs C. Peskin
Required for SEPTEMBER 1981 a DEPUTY HEAD TEACHER for this 4-form established Group 5 school. The vacancy is due to the promotion of the current Deputy to a Headship. An interest in teaching and a willingness to participate fully in extra curricular activities are essential.
LONDON ALLOWANCE: £498
T.S.P.A. allowance payable. Application forms and further details are obtainable from the Director of Education to whom completed applications should be returned by 8th April 1981.
I. Cooper MA BSc.
Director of Education. (00158) 011-90

LEICESTERSHIRE

ST. PETER R.C. (AIDED) PRIMARY SCHOOL
London Road, Kirby Muxloe, Leicester LE10 1EJ

Head : Mr. A.J. Donnison

DEPUTY HEAD - GROUP 5.

Deputy Head required August. Approximately 184 on roll.

Details from the Head (G.A.S.) Apply (no forms) with full particulars of age, qualifications and addresses of 2 referees to the Head by 24th April. (01)283 011-90

LINCOLNSHIRE

COUNTY PRIMARY SCHOOL
Keelby, Grimsby DN37 8ER
Group 3 Roll 240
Experienced teacher (all subjects including Science and Art /Craft) required as Deputy Head to teach top Juniors and to be responsible for Boys' PE and games. From September 1981.
SAE to Head for form and further details.
Closing date 16th April 1981. (01674) 011-90

RICHMOND UPON THAMES
LONDON BOROUGH OF

COLLIS PRIMARY SCHOOL
Fairfax Road, Teddington, TW11 8DA

Required for September 1981 DEPUTY HEADTEACHER of this group 4 school which, from early in 1982, will be expanded to 1 form entry with a 52 place nursery unit. Currently the school is housed in two semi-open-plan building on a 5 acre site. The applicant should have knowledge and experience of the full primary age range. The person appointed will be required to play a leading role in establishing the integrated school, in developing its curriculum and in continuing links with parents and the community.

Application forms and further details (foolscap s.a.e) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 17th April 1981. (00075) 011-90

SOMERSET

ST. JOSEPH'S R.C. V.A. PRIMARY SCHOOL
Bath

For September 1981, DEPUTY HEAD, for this Group 4 school (built in 1963. Practising Catholic)

Application form and details (s.a.e.) from the Head at the school.

Closing date: 13th April, 1981. (01)87) 011-90

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE

OXLEY J / I SCHOOL

Required for September 1981 DEPUTY HEAD - GROUP 5.

Application forms and further details available from the Director of Education, Civic Centre, St Peter's Square, Wolverhampton WV1 1RH to whom they should be returned within 10 days of this appearance. (01)68) 011-90
please). (01)68)

LINCOLNSHIRE

COUNTY PRIMARY SCHOOL
Keelby, Grimsby DN37 8ER
Group 3 Roll 240
Experienced teacher (all subjects including Science and Art /Craft) required as Deputy Head to teach top Juniors and to be responsible for Boys' PE and games. From September 1981.
SAE to Head for form and further details.
Closing date 16th April 1981. (01674) 011-90

RICHMOND UPON THAMES
LONDON BOROUGH OF

COLLIS PRIMARY SCHOOL
Fairfax Road, Teddington, TW11 8DA

Required for September 1981 DEPUTY HEADTEACHER of this group 4 school which, from early in 1982, will be expanded to 1 form entry with a 52 place nursery unit. Currently the school is housed in two semi-open-plan building on a 5 acre site. The applicant should have knowledge and experience of the full primary age range. The person appointed will be required to play a leading role in establishing the integrated school, in developing its curriculum and in continuing links with parents and the community.

Application forms and further details (foolscap s.a.e) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 17th April 1981. (00075) 011-90

SOMERSET

ST. JOSEPH'S R.C. V.A. PRIMARY SCHOOL
Bath

For September 1981, DEPUTY HEAD, for this Group 4 school (built in 1963. Practising Catholic)

Application form and details (s.a.e.) from the Head at the school.

Closing date: 13th April, 1981. (01)87) 011-90

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE

OXLEY J / I SCHOOL

Required for September 1981 DEPUTY HEAD - GROUP 5.

Application forms and further details available from the Director of Education, Civic Centre, St Peter's Square, Wolverhampton WV1 1RH to whom they should be returned within 10 days of this appearance. (01)68) 011-90
please). (01)68)

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
LANGLAND COUNTY COMBINED SCHOOL
Netherfield, Milton Keynes
Required for September 1981.
1. Scale 3 Post. A suitably qualified teacher for the post of Teacher-in-Charge of the First School Department. Interest in developing mathematics throughout the school.
2. Scale 2 Post. To teach general subjects initially in the Middle School Department and to assist the Headteacher in Developing Science throughout the school.
Application form and further details available from the Headteacher, Langland County Combined School, Langland Road, Netherfield, Milton Keynes MK6 4HA.
Assistance with removal expenses is given in approved cases. Rented housing may also be available in approved cases and there is a wide range of housing to buy in the area. (00854) 011-90

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
ST MONICA'S RC COMBINED SCHOOL
Neath Hill, Milton Keynes
Required for September 1981 suitably qualified and enthusiastic practising Roman Catholic teacher to work in the stimulating environment of this new combined first and middle school with nursery units.
1) A candidate is sought who is keen to be closely with other teachers and is prepared to play an active role in the future curriculum development of the school. The ability to offer expertise in language development or mathematics would be an advantage.
Scale 3 post available for an experienced candidate eager to take responsibility for the day to day organisation of the first school (5 to 8 year olds) but teachers with less experience are encouraged to apply for a scale 2 post.
2) A candidate is sought to work in a team of three teachers with children aged from 8 to 10½ years. Expertise in Science, Art and Craft or Environmental Studies is sought. Scale 2 post available.
Assistance with removal expenses is given in approved cases. Rented housing may also be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details available from the Headteacher, Mr M. Morris, St. Monica's RC Combined School, Currier Drive, Neath Hill, Milton Keynes MK14 on receipt of a stamped addressed foolscap envelope. (00835) 013-90

DEVON

Please see block advertisement on page 41. 013-90

EALING

LONDON BOROUGH OF
EDUCATION SERVICE
OAKLANDS FIRST SCHOOL
Oaklands Road, Hanwell W7.
Required for April 1981, or as soon as possible, assistant teacher to take a reception class. Scale 2, for suitable candidate, plus Social Priority Allowance and £739 London Allowance.
Application forms from School (SAE) to be returned as soon as possible. (00164) 013-90

EAST SUSSEX

HOLY CROSS C.E. (AIDED) PRIMARY SCHOOL
Belmont Road, Uckfield, TN22 1DP. (Roll 316)
Required from September 1981. Head of Infant Department (Scale 3). Music an advantage. Practising communicant member of the Church of England preferred. One reference should be a local Parish Priest.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from Area Education Officer(s) Education Office, Grove Road, Eastbourne, BN20 7AT, to whom they should be returned by 17th April. (00158) 013-90

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WILLINGDON COUNTY PRIMARY SCHOOL
Rapsons Road, Willingdon, Eastbourne, BN20 9RJ
(Roll 450)
Required from September 1981. Experienced teacher (Scale 3) with responsibility for Juniors, able to offer Boys Games and Mathematics.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from the Area Education Officer(s) Education Office, Grove Road, Eastbourne, BN20 7AT, to whom they should be returned by 17th April to the Headmaster. (00161) 013-90

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ST ANDREWS JUNIOR SCHOOL
(Roll 342)
Broomfield Avenue, Greensted Est. Colchester
Tel Colchester 864286
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Scale 1 plus £739 London Allowance.
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Application form and further details obtainable from the Headmaster, Mr. Wilson, 40 Wellington Sq. Hastings TN34 1PD.
Closing date 17th April 1981. (00145) 013-90

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LONDON BOROUGH OF
EDUCATION DEPARTMENT
SACRED HEART R.C. PRIMARY SCHOOL
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(See feature by J.J. Hawkins
Tel: 01-942 9819
Scale 2 - 9, No. on Roll: 209
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extra

APPROACHES TO MUSIC

TOWARDS A MUSICAL EXAMINATION

By Keith Swanwick

In rehearsal at St. Mary's Music School, Edinburgh, Simon Berry on new opportunities for the musically gifted in Scotland on page 36.

Clearing the ground for the construction of the new 16-plus music examination was the concern shown previously (*The TES*, November 28, 1980).

Now it may be helpful to consider a strategy for evolving an examination of this kind, bearing in mind that the examination must be summative – probing the ways in which pupils have developed during the secondary music course – if its influence is to enhance the development of a music curriculum for the majority.

An essential preliminary is to map out the problems in a sequential and logical way, to tackle them one at a time and in the right order; otherwise, we shall flounder in a morass of confusion.

The logical order seems to be as follows:

1. What general expectations do we have of the majority of 16 year-olds?
2. What range of musical achievement might we expect?
3. What framework of assessment will be the most illuminative?
4. What kind of examination techniques are appropriate and feasible?
5. How shall we quantify the assessments?

Before looking at these questions, it will be helpful to recall the previously suggested framework for assessment in music. There are only four components: a range of aural, technical and notational *skills*; *information* that may be historical, social, cultural or technical; *musical awareness* of structural relationships and expressive character; the *values* that we develop, the judgements and preferences that are part of our attitudes towards music. All these are acquired through and observed in composition, performance and listening.

General expectations

Quite independently of school music lessons, the normal 16-year-old has an impressive range of *aural skills* that have been developed chiefly through the use of language. Consider, for example, the identification of friends on the telephone by tone of voice, vowel colour and intonation. In music there is almost instant recognition of a known pop-song by the first chord or so and, for many, an ability to discern, reproduce and remember the complex vocal lines of these songs, complete with inflexions, ornaments, slides and other melismatic devices.

As for "notational" skills, the complexities of a single line of music are as nothing compared with the common mastery of the printed word. Independent of any teaching in school there is a fund of *information* about music, especially about the various styles assimilated through the media. Recently a researcher found that 14-year-olds could name and differentiate twelve subcategories of popular music and recognize them when played.

Musical awareness is also well developed. At the age of 14, children can usually identify such structural elements as repetition, contrast, variation, decoration and embellishment. At the same age children are able to identify changes of expressive character along the dimensions of weight, space, time and flow – there is experimental evidence on this. They also have sharply formed *values*, and discriminate between different kinds of music, displaying strong preferences.

Musical achievement

Given that music is taught in school, we ought to be looking for a further range of achievement including specific vocal/instrumental *skills*, aural development and some limited ability with notations (the plural is deliberate; staff notation is only one way of visualizing some aspects of music). All these skills are to be developed through engagement with music and not unilaterally.

The spread of *information* ought to be fairly wide, relating to several musical styles, forms, historic and ethnic contexts, always acquired incidentally to listening, performance and composition.

Through the activities of composing, and listening, performing with the necessary judgements, discussions and decisions that these involve, the level of *musical awareness* ought to be higher than among the untutored; 16-year-olds should be able to see the structural relationships of part-to-part and part-to-whole in reasonably extended pieces and detect fairly fine shades of expressive difference. For example, can they hear that the shape of a theme is common in two separate passages but that its character is transformed by changes in loudness, intervals, tone colour or speed? Can they *hear* this, not be told that it is so? Any effective music course is bound to extend the range of what is *valued*, preferences will be less parochial, less dependent on peer-group consensus and articulated along with reasons *why*. We should look for a sense of discovery as well as the confirmation of existing values. The range of styles should be as wide as possible.

Framework for assessment

Since *composition*, *performance* and *listening* are clearly defined musical activities they should form three equal parts of any examination. *Skills* and *information* would be assessed incidentally (as they ought to be learned) in the context of these three activities and will always be directly related to music.

Examination techniques

In *composition* some work in traditional notation under examination conditions would test aural and notational skills as well as give a limited opportunity for invention: a previously tape recorded composition would give more scope for imagination and invention and may or may not involve an alternative mode of notation. In *performance* the assessment of technical, aural and notational skills along with *musical awareness* (phrasing, choice of speed, use of loudness, rubato, contrasts, etc.) presents few serious difficulties. Performances would be in small groups with the option of solo playing for part of the time. The use of tape-recordings will help moderation.

By *listening* we mean much more than conventional aural tests which leave untouched the skill of discrimination and identification of styles, along with the related information that enables us to classify this form or that instrument. The conventional test also completely ignores the ability to follow musical structures and identify expressive character. The listening section can be tightly organized using a pre-recorded tape with the possibility of introducing a printed score at some stage during the examination for supplementary questions. The questions could be of the multiple choice or "objective" kind.

Quantification

There is no good reason why each part of the examination should not generate a third of the total marks. The quantification of *listening* could be easily done, especially if objective questions are formulated. Assessing *composition* and *performance* will require a proper training of examiners across the new examining boards, and criteria for levels of skill and for acceptable levels of structure and characterization will have to be forged in pilot examinations and reforged from time to time thereafter.

Here, there is no mysterious or private world of subjectivity: if examiners really take the trouble to listen, reflect and confer they will find that it is possible to find reasonably objective criteria for compositions and performances.

The way forward is clear: start those examination board meetings with music. Ask what has to be noticed for it to make sense to a listener. What other questions can be formulated that probe aural skills or the level of related information? What musical events within the pieces do we become aware of? In this way and over several styles we begin to evolve criteria for the *listening* component of the examination. When examining *performance* and *composition* the same considerations apply; only the focus is changed – does the candidate show a grasp of appropriate skills and information and what signs are there of musical awareness?

It would be nonsense to try to grade the *values* people hold but it will be helpful to try to describe them. Room might be found for questions (ungraded) that throw light on preferences and commitment, for, examinations apart, increasing the range of valued experience is surely an ultimate educational aim. Such information ought to be in the hands of examiners and teachers.

Keith Swanwick is Professor of Music Education in the University of London Institute of Education and author of "A Basis for Music Education".

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WORDS FOR MUSIC

Recently published material for 11-14 years olds, compiled by Paul Farmer

While music may not always be the most popular of compulsory subjects in the first three years of the comprehensive school, recently it has provided textbook writers and educational publishers with plenty to do. The main reason for this seems to have been the subject's reluctance to get in line with modern educational thought, certainly in terms of becoming "comprehensive", an attitude which seems to have been reflected in outdated textbooks and teaching methods which have only recently begun to change.

Although the "creativity" movement was well under way before this textbook revolution began, the attention it received from music teachers possibly detracted from the need to supply good published material for the bread-and-butter work of the classroom. Those who claimed that "appreciation" lessons were old hat simply underestimated the constraints of music teachers working with full classes, who, rightly or wrongly, had at least occasionally to teach their classes conventionally. Consequently, teachers have had to wait until comparatively recently for these real needs to be met in attractive and modern textbooks.

Roy Bennett's series of music appreciation books, *Enjoying Music* (Longman, £1.35 each), is a good example. The first was published in 1977, and sales were so high that not only has the third book recently been published, but three accompanying *Enjoying Music Workbooks* will be out later this year.

The format of *Enjoying Music*, book 3, like that of its predecessors, is the presentation of 23 varied pieces of music on paper, to be used by the teacher and pupil in conjunction with recordings of the music. Each piece and its composer are described, with suitable illustrations, followed by "points to listen for", with the main themes listed and printed. For example, in *Rhapsody in Blue* there is the "spine-tingling" clarinet opening leading into Tune A, after which a bass clarinet "bubbles away" between phrases with Tune C, and so on.

Although this comparatively simple treatment of pieces of music may sound rather dry, it is the additional combination of the particular chosen pieces and the publishers' format that makes them so attractive. The pieces themselves vary from such chestnuts as *The Sorcerer's Apprentice* to *West Side Story*, complete with film stills, while the *avant-garde* is well represented in Stockhausen's *Kontakte* and a Cage sonata.

The emergence of the *Enjoying Music* workbooks later this year is not just the publishers' attempt at keeping a market which they have obviously found lucrative, but also represents the major criticism that the original books did not contain sufficient accompanying activities themselves. Book 3 only contains three "quizzes", with crosswords and rearrange-the-letters-to-find-a-composer type questions. The new workbooks contain sections which correspond to each section of the original books, and which comprise several different groups of questions, including ones to be answered while or after listening to the pieces, as well as comprehension-type questions and "Things to Do". Anyone who already has a set of the original books will certainly find these additional ones very useful indeed, providing the temptation to let the workbooks take over from teaching can be resisted!

The *Oxford Topics in Music* series (OUP £1.50 each) began last year with Michael Burnett's *Pop Music*, reviewed in the last Music Extra. This was recently followed by *Indian Music*, by Leela Floyd, and *The Steel Band*, by John Bartholomew. The series is designed for 11 to 14-year-olds and is topic based, with each 48-page book covering a particular aspect of music.

Both the recent titles are aimed at ethnic minority groups which have previously had little textbook coverage, though clearly the publishers hope to also interest a wider range of teachers and pupils with these titles. Inevitably the books contain a good deal of information about the countries concerned, and some teachers may therefore feel that they extend too far outside their own field, making the musical content somewhat limited. For example, the first ten pages of *The Steel Band* are taken up with information about life in Trinidad, and although there are some useful arrangements of tunes at the end of this book, the scope for pupils' involvement is limited. Indian Music, on the other hand, goes into some detail about the nature of the music itself, and could provide the basis for some useful work with older pupils. Future titles include *The Piano*, *Medieval Music* and *Jamaican Music*.

The *Sounds and Music* series, by Geoffrey Winters (Longman, £1.95 each) recently acquired a third book, which contains over twenty songs or other musical activities, each linked to a particular theme (eg Jazz, War Music, etc). As well as being an attractively produced book, it strikes a good balance between musical and factual content, so that while there is plenty of actual musical material of varied difficulty, style and combination, there is also related text and suggestions for other non-musical activities. The book could therefore be very useful in mixed ability classes, where the teacher has a sufficiently flexible classroom approach. Useful optional extras are a teachers' book, which goes into some detail as to how the best use can be made of the material in the pupils' book, and a set of classroom arrangements and piano accompaniments for the songs.

Paul Farmer is the author of several music textbooks, including the "Longman Music Topics" series.

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INTENSIVE EXPERIENCE

Dudley Wilson visits the Royal Northern College of Music

Closure of The Academy of the BBC in 1977 left a vacuum. This orchestra, providing "intensive orchestral experience immediately following an instrumentalist's course", was in effect the nation's training orchestra, BBC funded and administered.

The 1978 Gulbenkian Report "Training Musicians" noted concern felt by the Association of British Orchestras at the shortage of high-quality players, especially strings, applying for orchestral vacancies. The gap between standards achieved on three-year courses and those demanded by professional orchestras could be narrowed, the report suggested, by adding a year and by introducing postgraduate studies, to make five in all. Both recommendations have been implemented.

Gulbenkian supported the idea of a 68 piece training orchestra at the Royal Northern College of Music in Manchester. Things have not turned out quite as envizaged but two years ago Goldsmiths started its symphony orchestra course. Last September the RNCM formed its Sinfonia with a strength of 30, significantly seven strings short of expectations.

Principal John Manduell's vision and effort in setting up this Sinfonia deserve applause for it cannot have been easy. Last year was disturbing for the music profession with even the Promenade concerts truncated by industrial action fighting closure of several orchestras. Cuts and retrenchment brought fears that a receding tide had left some distinctly muddy pools. It is fitting that the RNCM, "perhaps the most important single development since 1965" (Oulbenkian), should run a training chamber orchestra for this striking, purpose-built college has long emphasized performance to the highest standards. Its teaching and products are, undeniably, of excellent quality. With its splendid concert hall and opera theatre the RNCM not only offers students an environment of musical activity unequalled by most colleges but its contribution to the musical life of Manchester is outstanding. It is right that postgraduate attention should turn to creating top-flight orchestral players in their own right and not dissatisfied solo performers.

Christopher Yates, also new to Manchester in September, is Dean of Postgraduate Studies. His experience admirably suits him to control the Sinfonia for he was six years general manager of the Northern Sinfonia. Michel Brandt is resident chief conductor and visiting conductors include Edward Downes, Diego Masson and Sir Charles Groves.

Soloists include Gyorgy Pauk, Anthony Pay, Maurice Bourgue and Christian Blackshaw. With opportunities too for Sinfonia members to step forward in concerto/concertante performances the college certainly honours its claim to provide challenging orchestral conditions. I find the repertoire impressive too in spite of some limitations which small string numbers must impose.

Sinfonia students are inscribed on a one-year course leading to the RNCM's Postgraduate Diploma in Advanced Studies in *Performance, validated by Manchester* University. The 36 week year is divided into two-week working periods. Each fortnight includes extensive rehearsals, time for personal practice and lesson, research time, final rehearsals and public concerts. Balancing these elements is a tricky administrative and personal matter.

Concerts, I was pleased to note, are also given in Liverpool, Cumbria and at Evian Festival. Such vital experience is also a useful contribution to regional music making. Together with say the Northern Sinfonia, Manchester Camerata and possibly college house orchestras the Sinfonia helps create an attractive subscription series in smaller towns. Sinfonia concerts are seen by the Musicians' Union and other chamber orchestras not as competition but more as pump priming. In any case it is impossible to contemplate training orchestral musicians without concerts before live audiences.

The Sinfonia is financially supported by the Arts Council, IBM (UK) and BBC whose Music Director in Manchester, David Ellis is a member of the Sinfonia Advisory Committee. The inaugural concert cemented this BBC link with a specially commissioned work, *Celebration* by David Ellis. Postgraduate studies do not attract mandatory awards and in many cases the college supports students with grants but some eke out with freelancing and non-musical labour. Essential to the course is 30 hours of main study tuition each student receives. Additionally, leading instrumentalists work with students individually and in master classes. Such visitors have been Gervase de Peyer, Ell Goran, Stoika Milanova and the Vermeer Quartet.

Life at RNCM is hectic with innumerable opportunities to join orchestras, bands, chamber ensembles and recital groups. There is too the chance to attend almost daily concerts/recitals given by renowned performers as part of the college's series of public events. The Sinfonia gained useful pit experience playing for the college production of *Cosi fan Tutte*. Should a planned postgraduate opera school ever materialize, there will be more such work. The RNCM provides a lively, exciting atmosphere in which to work. Diego Masson, remarking on this healthy musical activity, murmured to me, "nothing like it in France". During his Sinfonia fortnight he had clearly established fine rapport with the players. I attended his final rehearsal and evening concert, culmination of two week's demanding work.

Criticism has been mixed by The *Daily Telegraph*', for example, considers Sinfonia concerts worthy of critical assessment, itself part of the concert-giving process. Standards do vary for the sensible policy employed is to pass around the roles of principals and leader. Students told me quite definitely of the benefit they were deriving and the college, I have no doubt, is learning too. The back-ground of two Sinfonia members well illustrates how students reach such post-graduate levels. Victoria Walpole, oboe, completed a Manchester Music degree, teacher training and a year's teaching before deciding on orchestral playing as her career. Alan Withington, trumpet, completed a Band Musicianship Diploma at Salford College of Technology and his BEd at Manchester College of HE. The Sinfonia course attracts students from throughout Britain and from abroad.

The concert, with a smallish audience, went well in a first-half programme, of Maxwell Davies and Mozart with Sinfonia horn Peter Amon giving a confident account of the Fourth Horn Concerto. In spite of taxing difficulties the Sinfonia destinguished itself in Schoenberg's Fleat Chamber Symphony which, naturally enough, absorbed most rehearsal time.

Sinfonia members are anxious about jobs but a heartening number have trials with orchestras and with three symphony orchestras locally the RNCM is well placed to help. Others have formed ensembles, produced sample tapes and are trying to break into concert society programmes. Some are considering jobs abroad. A realistic, far from cynical, spirit pervades the course. One orchestra member, at least, I have seen working successfully with the popular Elastic Band.

Vacuum and gap have been filled and the problems tackled impressively. The Sinfonia course does stretch students to professional standards. It deserves to succeed and to recruit fully but its members, and those for some years to come, must grit their teeth for the future, feeling orchestral players, though now stable, is not expanding, sad to say.

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THE COPYRIGHT AFFAIR

A report by Sandra Hempel

Last year the Music Publishers' Association sued Wolverhampton local authority for infringing its members' copyright in the authority's schools. Wolverhampton paid £1,300 damages.

This year the association went to court over a case where teachers had copied music. This time the target was an independent school, Oakham, in Leicestershire. The association claimed that Oakham, which has three orchestras, a concert band, a choir and several ensembles, had illegally copied music over a period of years.

Oakham's damages were £4,250 and the association has set up a fighting fund with the money to handle future cases. It is determined to go to court whenever it believes its members' rights are infringed and says that illegal copying in schools is *costing its members millions.*

Publishers, authors and users agree that the present copyright law is vague and unsatisfactory. It was not framed to cope with modern methods of copying. The situation has been getting steadily worse over the last 10 years with the development of comparatively cheap plain paper copiers and the more recent cut-backs in education spending might also tempt some teachers to copy rather than buy.

Schools, according to the copyright holders, are the worst offenders and the holders are convinced that the law is regularly broken by teachers, albeit often unwittingly. The problem includes copying from books and periodicals as well as sheet music but the association claims that printed music accounts for up to 60 per cent of all copying in schools, colleges and universities.

Copyright is protected by the Copyright Act 1956. If any copyright exists on a piece of work then permission to copy must be obtained from the holder. This permission normally involves some payment. The problem is in finding out whether copyright exists and, if so, who owns it.

It is well-known that copyright on a piece of music, for example, exists during the composer's lifetime and for 50 years after his death. It is less known that there can be several copyrights involved in one piece of printed music, all expiring at different times.

The vocal score of an opera, for example, will involve the copyright of the composer for the music, the copyright of the librettist for the words, the copyright of the editor who has made the vocal score reduction from the composer's full score, and the copyright of the publisher in the image of the printed score. These copyrights do not necessarily run for the same length of time.

"Only if it is absolutely clear that there is no element of copyright whatever in a piece of music or publication is one safely entitled to make one's own copies of it", the association tells users.

The Copyright Act gives some exemptions, one of which is for educational purposes, but this clause offers only limited help and is mainly concerned with the setting of exam questions. Another exemption covers "fair dealing" but this is almost impossible to define.

When the Whitford Committee reported on copyright and design law in 1977, it said that photocopying was one of the most difficult issues it had to face. Whitford recommended dealing with photocopying by a system of blanket licensing where, for a single annual fee, the user would get permission to use any or all of the works in a licensor's repertoire.

Since then the government has been promising a Green Paper on the subject and one is due any time, according to the Department of Trade, although no definite date has yet been given. When it does appear it will only be the first tentative step on a possible road to a new law.

Meanwhile, the copyright holders are becoming increasingly impatient. Through the Wolfenden Committee, which represents them, they recently approached local authorities to try to thrash out an agreement. Wolfenden is pushing for immediate implementation of the Whitford report. So far, however, little progress has been made and neither side is optimistic. The local authorities do not want to commit themselves to any firm course of action that might jeopardize their case in any future legislation. They are hoping that any new law will include what is from their point of view a more satisfactory exemption for education.

The Council of Local Education Authorities has a firm mandate from its members to try to negotiate a code of conduct with the copyright holders. This they see as a middle course between a licensing system, which some fear will be very bureaucratic, wasting teachers' time and resources or doing nothing at all. The latter course would undoubtedly result in more test cases through the courts. So far no case on text books has been brought against a school but the Educational Publishers Council has made a few threatening noises recently. The holders can, of course, introduce their own licensing system without waiting for legislation or agreement with the users. They prefer at the moment to wait for the Green Paper.

While bodies like the Society of Authors and the Publishers' Association are still arguing it out through the Wolfenden Committee, however, the music publishers have gone it alone. They have come out against a licensing system, withdrawn from the Wolfenden negotiations and issued their own code of conduct, "Fair copying rules OK". The code gives permission to photocopy copyright music in certain circumstances. Those include emergencies, such as when music is lost or damaged at the last moment before a concert, for study and research where only a short excerpt is involved or if any work is out of print or has not been supplied as requested by the publisher.

"We think we have found a satisfactory solution", said Mr Peter Dadswell, the association's secretary. "We have written to the Secretary of State for Trade to explain the situation. Our code in conjunction with the present law works perfectly well and we *shall continue to take legal action whenever necessary*".

The Music Masters' Association, however, is not so sure. Mr Neil Page, its president, believes that where illegal copying does go on, it is due more to frustration in not being able to obtain the music required than to any wish to avoid paying.

"Some music publishers are notoriously bad at supplying the music that has been ordered. Often it is work required for exam syllabuses and it is impossible to buy it".

Although the association code does go some way to help, Mr Page says, teachers' do not always have the time to write back and forth when orders are not supplied. "It would be so much simpler if people just received the goods they ordered".

Mr David Turnbull, President-elect of the MMA, who is also director of music at Solihull School, is currently working on guidelines to tell members what they can and cannot do. The Association is taking legal advice over the guidelines and also plans to bring up the question of poor service from some publishers at its next conference.

In the meantime Mr Turnbull is anxious to make sure that teachers do not get the impression from all the recent publicity that it is always illegal to copy music. He says that the exam syllabus of the Associated Board of the Royal Schools of Music says, wrongly, that it is against the law to copy any music and he also claims that the MPA does not go out of its way to dispell this view.

It might be rewarding to look into the areas where copyright definitely no longer exists, Mr Turnbull believes. "Of course teachers must obey the law. It is illegal and unfair to copy other people's property but we must also make sure that teachers are aware that some music is freely available. There must be an enormous amount of old music in the country that is unlikely to be under any copyright and with a little ingenuity it should be possible to find it and use it".

Meanwhile, however, the discussions go on and teachers are left in what government, publishers, authors and local authorities all admit is a very confused situation. With the exception of the music publishers, most sides seem to favour a new law but this is still in the distance. If the Government's time-scale in bringing out the Green Paper is anything to go by, the confusion is likely to go on for a long time to come and in the interim the MPA is pledged to deal with erring fans, schools and teachers through the courts.

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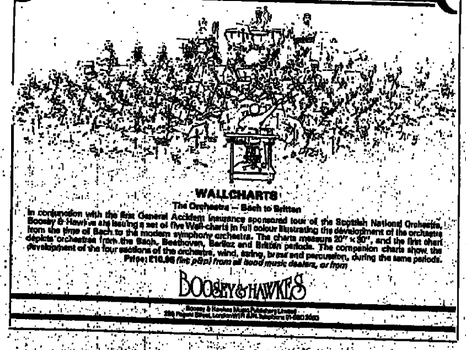

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EXCEPTIONAL TALENT

Simon Berry reports on onew opportunities for the musically gifted in Scotland

Within the last three years parents have seen two new units for the musically gifted opening up in Scottish schools. Before this it was a question of whether to enter the child for St Mary's cathedral school, a private school in Edinburgh, which widened its music curriculum in 1972, or to try for the larger specialist music schools south of the Border.

The new units at Broughton High School in Edinburgh and Douglas Academy, near Glasgow, are a direct result of the Cameron Report (1975) on Gifted Young Musicians and Dancers. The membership of the Committee took account of the particular interest in music education shown by the (then) Glasgow Education Authority, which contained within its boundaries both the Royal Scottish Academy of Music and Drama (RSAMD) and the Scottish Ballet. There were also representatives from Edinburgh and the Scottish Education Dept (SED).

A Working Group proceeded on the following remit: "To consider how children of exceptional talent in music or dance can be identified; what facilities are required for such children of secondary school age to enable them to develop their talents to the full; and to make recommendations for the education, both musical and general, of such children in association with an existing secondary school." It was also agreed to consider any implications of these findings for children of primary school age.

The committee addressed itself to the problem of reconciling the conflicting demands on a child's time and attention from his normal educational requirements and those of his musical specialism. The idea of centralised special provision was favoured by the Cameron Report, in spite of reservations from some members about "special treatment" and its impoverishing effect on the school from which gifted pupils would be removed.

The general recommendation was for some kind of specialist music unit taking pupils from all over Scotland.

The report went on to consider methods of auditioning for this specialist course, the way in which its requirements would need to integrate with the normal secondary curriculum, the use of part-time specialist teachers or visiting players of high calibre, the problems of changing back to general education if the pupil decides against music as a career, and the question of providing hostel accommodation.

The closing recommendation of the report was that a specialist course should be instituted within a comprehensive school in either Glasgow or Edinburgh. For once education authorities could not be accused of dragging their feet; in fact, according to some commentators, the response by both Strathclyde and Lothian regions to set up such specialist units has been something of an overreaction. Perhaps in years to come, as the opportunities for such initiatives wither from economic blight, the education committee will be judged far-sighted.

Strathclyde's Douglas Academy was first in the field in 1979. A comprehensive with about one thousand pupils and a large music department, it was implanted with an initial intake of eleven specialist pupils. It is intended that there will be about six new pupils next academic year. The four full-time members of the school music staff teach the specialist pupils as well, and there is a Course Director.

The school day is divided so that about four and a half hours is devoted to curriculum subjects and one and a half hours to music and specialist tuition. In addition, there are solo or group practice sessions, often taking place in special hostel accommodation provided by a nearby college of education. The timetabling problems had to be faced by John Halliday the headmaster: "Cameron makes it quite clear that parents and children must realise there will be certain things they will have to forego. My job was to set up a balanced curriculum which in no way disadvantages these children should they decide at a later date that they want to become dentists or engineers."

Course Director Walter Blair sees integration as a question of how well the school can accommodate the new course. He has built up a number of links through school choirs and orchestral performances, where the specialists are usually section leaders.

He feels that motivation of pupils within the school music department has been improved, and senior pupils have even attended master-classes given by visiting players from one of the orchestras based in Glasgow. There are also regular visits from teachers at the RSAMD, who can be timetabled to make weekly appearances at Douglas Academy.

There is also an emphasis on concert experience, building up a regular repertoire for at least one public concert per term by all the specialist pupils, and more frequent school recitals. The range of instruments taught encompasses the standard orchestral sections, plus facilities for a 12-year-old studying the harpsichord.

Lothian Region are at present doing final auditions for an integrated primary and secondary course, based on Broughton High School and the nearby Flora Stevenson Primary School. From the beginning of the 1981-2 school session there will be places for up to 40 secondary and 25 primary pupils who have demonstrated the potential for exceptional achievement in music.

There are already close links between the two schools across the whole curriculum, and building is being completed on extensive practice and tuition rooms in the school grounds, including recording and playback facilities. The specialist music scheme is being co-ordinated by Neil Bell who, until he came to Edinburgh a year ago, was Principal of the South Nottinghamshire Music School which gave specialist extra-curricular teaching to gifted children.

There have been about 20 pupils submitted for the preliminary auditions. Assessing the shortlist, the panel will include the Region's music advisers and outside specialist teachers, and account will be taken of assessments from the pupil's present music teachers. As with Douglas Academy the specialists will have a specially designed timetable, approximately a quarter of the curriculum being allocated to music tuition, with a large section of musical activity taking place outside school hours.

It is anticipated that pupils will attend the scheme from all over the UK, and preparations are being made for parents of children already attending one of the schools to put up specialist pupils who come from outwith the Edinburgh area.

Although founded in 1880 as the choir school of Edinburgh's Episcopal Cathedral, St Mary's Music School has been taking pupils for instrumental tuition since 1972. At present there are 14 choristers and 25 instrumentalists, about half of whom are full-time or weekly boarders in a nearby house. The academic classes an age range of seven to seventeen.

The curriculum is divided about equally between music and the rest of the curriculum; most pupils take up to 5 O-grades and two or three H-grades, although the exams are usually spread over three years. Nigel Murray, the Director of Music, said in a recent issue of *Strad* (February 1981) that the small size of the school lends it a family atmosphere "which has a most stimulating effect on the social, academic and musical development of the young, for children to be given really personal attention and develop strong, lasting relationships with like-minded people."

By keeping independent, St Mary's has avoided some of the problems of integrating curricula that confront the specialist centre grafted onto a large secondary school. The benefit is to avoid a sense of isolation, the risk is to increase the distraction for the young musician. At Douglas Academy most of the specialist intake seem to be of high intelligence and have no problems keeping up with their contemporaries. There is always the possibility of a specialist music pupil deciding after a year or so that he does not want to continue, or – most painful still – being told that he is not really up to the required standard.

There must always be an allowance for the pupil to "escape" back into the normal examination curriculum; in most cases this will mean a change of schools, but this should be no great disadvantage to the child's academic progress, just a change of emphasis in the curriculum. Picking a child who will not make the grade should be minimised by careful auditioning. At Douglas Academy they had 80 applications for the first year and only accepted nine for the course.

The normal procedure is to have a two-day residential final audition, involving practical music-making and an element of social interaction amongst the short-listed children.

Although the numbers are still small, the determination not to lower standards is strong. In Lothian they admit that some parents might have been scared off by the insistence that only pupils of outstanding talent would be accepted for the Specialist Music Scheme.

The intention is that those who have six years (or more in the Lothian scheme) of this intense music tuition will go on to become top-flight orchestral musicians and there might even be a few soloists. This will be where the benefit to the wider community comes in, and no doubt teachers will keenly watch the successful careers of former pupils. But occasionally there will be someone who, although apparently superbly talented, decides that the musical life is not for him. This surely must be a shattering blow to all concerned in his education and training. But Neil Bell, looking forward to his first year in the new unit at Broughton High, takes up this possibility with a philosophical view: "There will always be some who say that they'd just rather not become professional musicians. Hopefully you spot the signs of doubt fairly early on. But even if you don't I feel we're justified in allowing the child to make up his own mind – only when he has had the chance to test his own potential can he really judge for himself. This is what education is really about; the career aspect must always remain secondary."

MUSIC MAGS

Andrew Peggie surveys the magazines available to music teachers

In a profession notorious for its lack of corporate identity – one which cannot even quantify its membership accurately – it is hardly surprising to find there is no publication which can even remotely claim to reflect the state of music education in Britain.

The optimist might conclude that the market is wide open; the pessimist might cynically ask whether music teachers ever read anything anyway. It is not that we have a complete dearth of publications for music teachers, rather that those available serve, somewhat haphazardly, a few isolated pockets of the profession, and in no way represent an even coverage of the field. One reason may be that the teachers themselves think of the job firstly as a *musical* vocation and only secondarily as an *educational* task. Thus they fail to identify the wider common aims of music education in their concern for solving purely local problems related to teaching conditions or instrumental technique.

The one magazine which, nominally at least, might have provided this overall coverage, was *Music in Education*, latterly published by Macmillan Journals, until its demise in December 1978. It was originally aimed at the grammar and public school music master.

Its cause of death could be said to be acute culture shock as a result of being propelled too rapidly into the second half of the twentieth century.

Where did the readership of *Music in Education* go? Not, it seems, to *Music Teacher* (Evans Brothers, monthly), whose current subscription amounts to no more than 6000 in a profession containing anything between 20,000 and 30,000 practitioners. It might be concluded that in fact the readership for both was virtually identical. Whether or not this was the case, it is clear that a significant proportion of the people involved in music teaching rarely take the opportunity to inform themselves of the activities of their colleagues. But the fault may not lie entirely with poorly motivated teachers – consider what is on offer, for instance:

Music Teacher is sold almost entirely on subscription (at £9.90 for 12 issues, it is relatively expensive), catering for classroom and instrumental teachers, peripatetic and private. There seems no sign as yet that the new editor, Leonard Pearcey (who took over last year), is thinking about the most important issue facing classroom and instrumental teachers; how to integrate their respective efforts.

Indeed, the impression is contrary, as a readership survey conducted by David Renouf outgoing editor, suggests. Articles on classroom practice seem to compete for space with Associated Board set works analyses, new music reviews, book reviews, news and features. The survey showed readers wanted more careers advice, more on the realities of running a private practice, more on college courses and more on repertoire – a clear indication that instrumental teachers are the more vociferous element of the readership.

Pearcey has already initiated a series of articles on careers, by appropriate authors, but these seem to have done no more than duplicate the information contained in the ISM's informative booklet, *Careers with Music*, and only serve to highlight the fact that there is no career structure within music anyway.

Overall, though, the proportions of news, features and reviews seems to be about right, given a quiescent profession not unduly concerned with the upheavals that are likely to overtake the arts in education over the next few years. *Music Teacher* thus tends to cater for the teacher whose requirement in the main is for information about the music he is likely to use as a teacher, and hints on how to set his pupils on the right path to a sound musical future. The only problem is that for teachers working outside the relatively stable environments of the grammar or independent schools and private practices, such questions occupy a low priority in the face of motivational problems, accommodation problems, multi-ethnic problems, ungrateful syllabus requirements, the allure of pop, rock and jazz, literacy versus 'creativity' questions, lack of resources, unsympathetic heads or advisers, staff shortages, non-specialist and unqualified provision in the primary sector, group instrumental teaching, whether parents should be charged for lessons, and so on. Where can the other 20 thousand-odd teachers turn to?

The short answer is 'nowhere', though a number of publications touch intermittently on some of these issues. *Music Journal*, the official organ of the Incorporated Society of Musicians is well-placed in the field, and would be more so if and when the Society's current recruiting drive begins to penetrate and maintained sector. The journal is only available to members, of which there are no more than 3400 currently in the Music in Education and Private Teachers' Sections. It concentrates obviously on the Society's activities – reports, news, notices and the like – but insofar as it is conducting an active campaign on behalf of music and musicians, the journal reflects this. It does not always take trouble to identify the issues, however, but tends to work on assumptions which, though obvious perhaps to the musician, may be less so the world at large *The TES* itself, on the other hand can and does discuss those questions which may be of wider interest, but is in no position to give sustained coverage to specific points. Likewise, the magazine *Classical Music* (Rhinegold Publishing, fortnightly), which has a high circulation and wide penetration, has regular space for only half a page on educational matters – no more than a token gesture towards a sector of the music business which accounts for more man-hours than any other. *Se to e Music* (Eye to Eye Publications, monthly) is probably widely read by teachers, though strictly speaking it is a magazine aimed at the 15-20 year old student market; it is actually bought mainly by teachers and advisers who presumably then pass it on.

As a link with further education in music and present-day professional conditions (including the popular and jazz worlds) it probably serves a useful function. *Classical Music* and *Sel ss Music* rely heavily on a combination of advertising revenue and an emphasis on personality (which occasionally brings them dangerously close to the world of the gossip magazine for their survival, but they cover a wide range of activities and are useful sources of information. At the other end of the scale, mention must be made of *Psychology of Music* (Journal of the Society for Research in Psychology of Music and Music Education), practically the only source for published research in this area, and not likely to appeal to the casual reader. But for teachers determined at all costs to keep up with the news and current thinking, there seems nothing for it but to tackle all of those. An alternative might be to join the transatlantic Music Educators National Conference, whose *Music Educators' Journal* (issued nine times a year, and alone worth the subscription) comes very close to being indispensible to the American music teacher. If only its lively presentation of serious, practical issues could be emulated in this country.

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North and South Indian music, drums and rythms; dance and song feature on the Indian side of the Centres work

THE ART AND CULTURE OF INDIA

By Ceri Sherlock

"Sanskritik" means "art and culture", and the Centre of Indian Arts promotes the best of Indian art and disseminates it by presenting Indian artists in Britain and British artists in India.

As its title suggests, its brief is vast and recently the centre has appointed Anup Kumar Biswas the gifted young cellist, as artist in residence. As music director he has started a course in "the appreciation and enjoyment of Western Classical music".

The centre, founded in 1969 and originally run from a small room in London's West End, is the prodigy of Mr Birendra Shankar, the director. He launched the centre with the 1970 Festival of Arts of India.

The centre is based in Mayfair's South Audley Street, where the Festival holds its informal presentations of music in authentic style.

The two venues, the South Bank and South Audley Street complement each other; the one produced to display in palatable portions the diversity of Indian dance and music, while the other is an experience of pure Indian magical music making; both exciting and both essential to the centre's work.

Anup Kumar Biswas, Kamala Monteiro, David Heath and Bernard French conduct their Saturday morning classes of musical appreciation and enjoyment.

The courses are designed to fill the basic need for a general introduction to Indian music for children of any age.

North and South Indian music, drums and rhythms, Kathak Dance, Tagore songs, Ragas, Sitar, voice and many more subjects are covered on the Indian side.

David Heath, formerly co-principal of the Hallé Orchestra, gives an introduction to instruments of the orchestra, ballet music, opera, keyboard, early and romantic music. More recently they had a session on lute playing in association with the Early Music Centre. These and many more subjects are covered and both classes are taught with the aid of demonstrations, film recordings and concerts by local musicians.

Educationally, its aims are to introduce the traditions and wealth of the Indian culture to Asians in this country and to others eager to appreciate it. For, as Birendra Shankar says, if Britain is to be a truly multi-cultural society and if Asians are to be integrated then the centre's cultural education is essential.

The Centre also distributes informative and beautifully illustrated booklets like *An Introduction to the Music and Dance of India* which features the historical circumstances, the influences, instruments, gestures and dance patterns.

A more definitive work is *Indian Classical Dance* by Kapila Vatsyayan.

The Inner London Education Authority has supported both the Festival and encouraged the new venture with the consequence that Anup Biswas will visit some ILEA schools and give lecture recitals. These, it is hoped, will stimulate interest in the centre's varied activities and encourage pupils in their musical education, and as a native of India he is likely to have an immediate appeal and should stimulate a healthy and active interest in the appreciation of Indian music by the Asian community as a means towards integration and for those from Britain, to acquaint them with their own tradition, and also to foster the new interest in Indian music by Westerners.

The interest in the educational work both the Centre and the Sanskritik Festival has been enormous with financial assistance from the Arts Council and the Indian Government, but nevertheless the centre closes a deficit of £10,000. In spite of such obstacles it carries on raising the money to fill the deficit of one Festival while trying to raise enough capital to launch another. It is sustained, so it seems, by the belief in the veracity of its aims both educationally and socially and by its achievements, considerable in stature to many state subsidised ballet and opera companies. One example of its work was the "Concert in Sympathy" for the refugees of East Bengal, held at Sadler's Wells Theatre in September 1971 in which many distinguished artists including Glenda Jackson took part. The Earl of Harewood, Yehudi Menuhin and the Ravi Shankar are also supporters of the centre.

The next Sanskritik Festival of Arts of India is at the South Bank and at South Audley Street between June 6 to 9 and promises to be yet another colourful experience well worth a visit. The centre's goal continues with the Spring and Summer Terms of Anup Biswas' music courses for any age-range on Saturday mornings at South Audley Street, and a recital at the Purcell Room on Sunday, April 5 at 7 pm and school recitals in May.

The Centre's venture is unique and apart from providing information and good booklists (obtainable from The Director, The Centre of Indian Arts, 17 Holden Avenue, London N12, 01-346-1381) it gives inspiring inroad into one of contemporary education's major problems, integration and ethnic minorities.

The multi-cultural society demands such projects as a strong public platform for communities to bind together, to appreciate each other's cultural heritage and to grow together in mutual symbiosis. For if education is, as the Bullock Report might suggest, to be a dialogue through appreciation leading towards ethnic understanding then the work of the centre is essential to the educational curriculum.

Anup Biswas cello and David Heath, flute with Sanskritik musicians.

Quickfit
MUSIC FOLIOS

ORPHEUS IN PIMLICO

Susan Thomas visits the Centre for Young Musicians

Pimlico is not, forgive me, Westminster City Council, a name which instantly conjures up thoughts of rich music and rare talent. So the Saturday tourist who finds himself borne down Lupus Street on a chattering tide of young violinists, flautists or crab walking double bass players, may at first feel surprised and next bemused when a couple of hundred decibels of high opera explode into the street from the kebab and beefburger bar just over the way. Then the children pour down into the Centre for Young Musicians, and the street is left to the pigeons and Pagliacci.

It is a weekly phenomenon. Every Saturday during the school term, 200 youngsters, half as many professional musicians and a clutch or so of interested visitors, fill the amazing space age Pimlico School. They scrabble at handleless doors, lose themselves in dark *cul-de-sacs* and wander, always downwards, from level to level in search of music. And it speaks volumes for the quality of the work that the music makers do overcome the depressing effects of working in a building which accommodates 2000 people in a hole in the ground, by filling the rooms and corridors with harmony, counterpoint and melody.

The CYM, started in 1970, is the second part of the Inner London Education Authority's provision for musically talented children. (The Special Music Course at Pimlico School, *The TES*, November 18, 1981 is the first). It offers a wideranging and joyous musical experience to all sorts and descriptions of children who maybe do not qualify for the special music course, or perhaps cannot reach Pimlico by 8.30 every morning, who prefer a full Saturday music session to an integrated, but demanding musical education or perhaps just hanker after some less usual instrument, a full size harp, a shawm or an organ.

Whatever their reasons for choosing the centre, there is no doubt about their dedication. The day starts at 9.30 and ends around 5. It includes an individual instrumental lesson, choir, a session of general musicianship, a piano lesson. ("Everybody learns the piano, in the 'piano lab' or in the annexe over the road – 18 rooms and 20 pianos, it's a piano factory"), orchestra, ensemble work, a lunch time recital, and somewhere in the middle of all that a gulped picnic lunch and a chance to meet your friends.

"We do tend to mix with our own kind", a sixth former told me, "you know strings with strings and so on. But almost everybody is really nice, you know, and they're mostly incredibly intelligent". A lot of them go on to study music, and then quite a few don't. But they will probably continue the orchestral skills they learnt at the CYM and on holiday courses with the London Schools Symphony Orchestra. In years to come the Southchurch Symphonia or the Findlesham Philharmonia will benefit from a rare quality of musical awareness.

Because developing musical awareness seems to be the *raison d'etre* of the CYM – that and pleasure in music. Even in the bad and black depths of the building the young musicians smile as they work. Playing in ensembles makes them aware of pitch, balance, rhythm and phrasing, and improves their sight reading. Orchestral work does the same thing, only more so – once they have developed the confidence and skills to realise it.

So the children find themselves working in groups whether it is with instruments, practicing the Kodaly method or singing and general musicianship under the practiced ear and eye of Ian Humphris. "There is", says Peter Shave, course director extraordinary, "a teaching dynamic that you can only get with a group".

Pupils can learn any of the traditional instruments

But individual instrumental lessons abound, 200 of them fitted into every class and cubby hole. A walk along the corridor tells it all. A wind quintet gently playing among the potted palms in the art room – an intense flautist and tutor working and reworking in phrase – gales of laughter from the early music consort, and packed into a tiny anteroom one full size harp and two harpists.

And smiles everywhere.

The children are there because they love to make music, above all they love making it together. The tutors, (all pros, no student teachers) who read like a roll call of the leading orchestras, sprinkled with teachers from the music colleges, (and biased towards Central Europe and the States) come because they care. And the pupils gain from their professionalism, their musical edge. To teach a subject is one thing, to earn your living by doing it is quite another. The performing artist adds immensely to his credibility by being just that.

Peter Shave, ex-teacher/musician and now impresario of the whole undertaking, mostly plays the musical network now, to attract a steady supply of lively, sympathetic staff. He also seems to carry in his head the entire timetable, the syllabus, a photocopy of each pupil's profiled report, as well as each child's total family history. He is assisted by a number of rather abstracted heads of department in charge of wind, general musicianship and so on.

Ten years on, the CYM is still looking for new ways to improve the musical provision in ILEA. One of its most lively developments is the new junior section. On Saturday afternoon, 50 to 60 primary ities come in for rhythm, aural perception, sight reading, improvisation and movement classes ("I shall play staccato and legato at the same time, you choose which you want to be"). All the things that a good primary school should be offering.

They come on the recommendation of their teachers for one term. Those who could make good use of another get it, and then real talent will be offered a place on the CYM proper. With luck this new dimension means that fewer untaught talents will miss their chance at audition time.

The CYM with its superb teaching offers a musical experience which combines instrumental skills and a chance to understand the overall shape of music. Through playing, listening, living and breathing, such a wide range of music they develop an almost intuitive ability. A sort of osmotic absorption of phrasing, chord progressions and musical structure generally. They are equally ready to take up a place at music college or a merchant bank.

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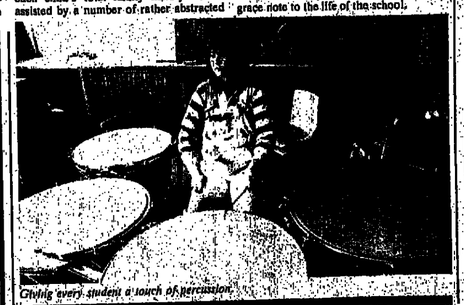

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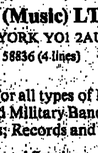

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extra

Most teachers still have time to be interested in their pupils as people.

MUSIC TO SHARE

By Neville Favell

Peripatetic music teachers are interested more in music than in education. According to Mary Warnock in Personal Column (February 13). As standards of *instrumental* music become increasingly high one feels it is certain most teachers still have time to be interested in their pupils as *people*.

However, vocal work, which has a more immediate human element, will always tend to provide for most children, certainly at the primary stage, the basic ingredient of a satisfying class music lesson. I was appointed to an unusual *class*-teaching peripatetic post where music and words are perhaps equally important.

Having been asked to explore with the five-to-eleven-year-olds in variously organized primary schools in Rutland some of the many aspects of music, I have sometimes glimpsed real enjoyment and achievement in spite of the unpredictability of young children and have always felt the *necessity of endeavouring to foster* a regard for them as individuals.

A child should preferably leave primary school with some knowledge of interesting facts so that he can converse sensibly about music and ability to sing agreeably, (or at least with enjoyment), read music and play an instrument proficiently.

After the infant stage, a tightly-controlled yet not rigid plan of work (involving nursery rhymes, songs related to *topics*, basic *rhythmic work* using *percussion* instruments and pitch work using the pentatonic scale) may yield to greater difficulties, because some children will forge ahead as they progress in studies with their peripatetic instrumental teacher in school, or privately, while others will inevitably fall further behind in music as problems of literacy and numeracy become more apparent.

It is impractical to burden these children with much theory beyond the reading of a few basic rhythmic patterns and perhaps some solfa. For all children music should be a joy. A few, clever in other respects, will fail to show much aptitude. Even these may be captured by a desire to acquire information. Though music may be more about feeling than fact, the useful acquisition of knowledge *and* the imaginative faculty may be put to the test in (say) planning a week's programme of music for the school assembly.

All aspects of school music should be *creative*—first-hand. The precious gift of imagination, common to us all, though smothered in some, must be succoured through active participation and experi*mentation*. There should be constant delight and excitement, and technique, though necessary, should never stifle it.

Knowledge of such basic fundamentals as the major scale may be acquired interestingly through perhaps singing "Upon Paul's Steeple", listening to the strings playing it in Quilter's "Children's Overture" and making up tunes which go up and down on the glockenspiel. The "singing" lesson should never be divorced from "music" as a whole. Working closely with class teachers the peripatetic class teacher will have a wide knowledge of a variety of relevant material for all occasions.

In a future article I will suggest ways in which pupils may be helped to think musically and creatively in work with classroom instruments and in composition. However, *the singing class should not consist only of* possibly unthinking reproduction of given words and music. If a child is asked to extend a song he has learnt by making up his own verses, verbal clarity will seem all the more necessary, for example "Who's that yonder?" might be made to relate to school-friends or famous personalities instead of to biblical characters.

Pitches using solfa to cultivate a sense of tonality and rhythms consisting mainly of crotchet and quaver patterns can be usefully combined by the children as they assemble lists of trees, birds, or, more unusually, farm implements, ski-ing equipment—things that mean something to the children concerned. Ask the children to suggest words beginning with digraphs, tip-of-tongue ones like "tr" being especially useful for singing, and vocalize to notes of pentatonic, major and minor scales and chords. The remedial teacher will probably have sorted through successions of such words with pupils and music can help form them into interesting patterns. Music can assist the advancement of other studies and should never exist in isolation.

Part *singing* is *invariably* enjoyed. A pupil might try improvising a wordless additional part to a pentatonic melody such as *The Riddle Song*—a test of musicality indeed. A moving part can be combined with a stationary ostinato and we might compose market cries as two vendors (at Oakham or Stamford market) vie for our custom.

Rounds such as *My puddle's keen and bright* offer opportunities for variable interpretation on a single chord and guitars and chime bars may be used in addition to voices. A child of limited ability playing on one note can take part. There is a need for the peripatetic music teacher to help slow children just as much as gifted pupils.

Many rounds and songs (like Polly Wolly Doodle) are usefully built on two chords and are suitable for varied interpretation on available instruments. It is not profitable however to perpetually look for jolly things. Often pupils may respond to slow meditative tunes more sympathetically and one must remember when one is with children, Schubert's imputed remark that he did not know any cheerful music! Children will see through any attempt at continuous forced *joie-de-vivre*, as for example in rumbustious community singing. Their voices can express well the deeper, more reflective, sometimes sadder emotions that are in us all.

Children must be given the opportunity to become acquainted with the best. Music is to do with the imagination and the more thoughtful the work you put into it—at any time of the week—(the peripatetic musician endeavouring continuously to awaken and sustain interest from Monday morning to Friday afternoon)—the more is to be gained from it.

Benjamin Britten, when in 1936 he composed the magical set of songs *Friday Afternoons*, suggested relaxation from *sterner pursuits* in his title, (or perhaps his headmaster brother had conveyed this by having held his singing classes at this time, the most important period of the week, as it turned out, for posterity): But the songs themselves demand rigorous hard work, sensitivity and imaginative interpretation of the highest calibre—something to strive for.

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Headships

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Application forms and further details from the County Education Officer (Ref. M&S), Northampton House, Northampton, NN1 5BD. Closing date 23rd April 1981. (00554) 030-90

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Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 10th April 1981. (00016) 020-90

WILTSHIRE
FISHERTON MANOR COUNTY MIDDLE SCHOOL
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Group 6; N.O.R. 355.
Re-advertisement
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Application form and further details from and returnable to Mrs. D. Gowrings, Mrs. W.D. Moon, Highfield, Blandford Road, Hindon, nr Salisbury, Wiltshire by 24th April, 1981.
Previous applicants will be considered, need not re-apply. (00051) 021-90

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Re-Advertisement
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This is a re-advertisement. Will previous applicants please confirm that they wish their applications to be reconsidered.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Norman House, Bournemouth BH5 1BR on receipt of s.a.e. (01597) 021-90

HARROW
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CEDARS MIDDLE SCHOOL
Whitchurch Road, Harrow Weald, Middx. HA3 5LJ
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Required for September DEPUTY HEAD, Group 6/7 for this 9 - 13 year old form entry Middle School.
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By Subject Classification

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(9 - 13)
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Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (01191) 034-90

NORTH TYNESIDE
METROPOLITAN BOROUGH OF EDUCATION COMMITTEE
MARDEN BRIDGE MIDDLE SCHOOL
Loraine Avenue, Whitley Bay, NE25 8RW
Headteacher: Mr. R.W. Charlton
Required 1st September, 1981. Scale 1. Experienced teacher of MATHEMATICS to teach older pupils. This is a one year temporary post to replace a member of staff on secondment.
Application forms are available on receipt of a s.a.e. from Education Office, Cheese, North Shields, NE29 0HW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (00707) 034-90

Modern Languages

Heads of Department

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
EDWINSTREE SCHOOL
Horns Mill, Hunsdon, Herts (Established 9 - 13 School)
Teacher required for September to act as Head of Modern Languages, Scale 2. An experienced and enthusiastic teacher is sought to help organise the subject throughout the school and teach at all stages. At least one French, all stages. At least one French, and some supporting expertise exlets.
Second subject(s) which can be effectively offered should be stated and the wider interest outside the classroom is welcomed.
Full details and application forms may be obtained from the Headteacher to whom they should be returned as soon as possible with the names of two referees. (00683) 035-92

Music

Heads of Department

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Application forms and further information to be applied for by 16th April from and to be returned to The Headmaster by 20th April.
Please enclose stamped addressed envelope. (01600) 036-33

Physical Education

Heads of Department

DORSET
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Application forms and further details from the Head Teacher on receipt of s.a.e. (00668) 037-92

Other Posts on Scale 2 and above

HARROW
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PINNER WOOD MIDDLE SCHOOL
Leisner Gardens, Pinner, Middlesex
Tel: 01-866 3163
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Application forms to be applied for by 10th April and to be returned to Headteacher by April 17. Please enclose stamped addressed envelope. (00317) 037-33

Scale 1 Posts

NORTH TYNESIDE
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LONGBENTON MIDDLE SCHOOL
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Headteacher: Mr. J.G. Ridley, B.Sc.
Required for 1st September, 1981, Scale 1 Specialist teacher of BOYS' P.E. for this 9 - 13 Middle School. Applicants are asked to indicate other subjects they are willing to teach, there are attractive playing-fields on site.
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Other than by Subject Classification

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EDUCATION COMMITTEE
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Tel. No. 866 - 1961
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Headteachers

Pathfield ESN(S) School
Abbey Road, Barnstaple, Devon, EX31 1JU
(Roll: 49)
Head (Group 5(S))
Required September 1981 for this ESN(S) School with children from 4-16. There is a hostel for 26 pupils boarded on a weekly basis and a special care unit which is for 9 children with additional handicaps. Application forms from Area Education officer, Civic Centre, North Walk, Barnstaple. Closing date 21st April, 1981.

Great Torrington Bluecoat (V.C.) Infants School
Whites Lane, Torrington, Devon, EX38 8DS
(Roll: 145)
Head (Group 4)
Required for September 1981. Application forms from Area Education Officer, Civic Centre, North Walk, Barnstaple, Devon EX31 1EG. Closing date 21st April, 1981.

Musbury County Primary School, Musbury, Axminster EX13 6RB (Roll: 35)
Head (Group 1)
Required September 1981 for this small rural primary school. Closing date 21st April, 1981.

* * *

Deputy Headteachers

Mount Tamar School Row Lane, St. Budeaux, Plymouth PL5 2EF
Deputy Head (Group 6S)
The campus of Mount Tamar consists of a co-educational special school of sixty maladjusted children aged 5-16, a day treatment centre for part-time therapy with disturbed children attending mainstream education in schools throughout the City, and a five day hostel for fifteen boys and girls. Candidates will have had successful experience in a post of responsibility in a special school, have proven organising ability in this field, and hold a relevant qualification in Special Education. Closing date 16th April, 1981.

Exeter Whipton (5-8 years) First School
Hill Lane, Exeter (Roll: 288)
Deputy Head (Group 5)
Required September 1981 to be responsible for language throughout the school. Closing date 21st April, 1981.

* * *

Scale 3 Posts

Exeter Helen Boys (12-16 Comprehensive) High School Southam, Exeter (Roll: 1015)
Scale 3 — Head of History
Required September 1981 to organise and supervise G.C.E. and C.S.E. courses, twentieth century at present, for forms four and five; to share leadership of integrated humanities course for forms two and three, embracing elements of history, geography and R.E. Closing date 27th April, 1981.

Torquay Boys Grammar School Barton Road, Torquay (Roll: 754)
Scale 3 — Head of Geography
Required September 1981. Closing date 21st April, 1981.

Scale 2 Posts

Barnstaple, Ashleigh C of E Primary School
Bevan Road, Barnstaple (Roll: 340)
Scale 2 — P.E.
Required for September 1981, experienced class teacher to take responsibility for all aspects of Physical Education throughout the school, with special emphasis on boys games. Closing date 10th April, 1981.

Bideford, West Croft Junior School
Coronation Road, Bideford, WC39 3DE
(Roll: 339)
Scale 2 — Science and Mathematics
Required September 1981. Responsibility for the co-ordination of Science and Mathematics. Application forms from the Headteacher, returnable as soon as possible and not later than 1st May 1981.

Exeter St. Thomas (12-16 Comprehensive) High School Hatherleigh Road, Exeter (Roll: 1112)
Scale 2 — Fabrics
Required September 1981 to be responsible for Creative Fabrics within the Faculty of Creative Arts. The Faculty is presently engaged in developing a design approach to activities in Workshop Crafts, Home Economics, Fabrics, Music, Art, Drama and Physical Education. Closing date 27th April, 1981.

Kingsbridge School and Community College Kingsley Road, Kingsbridge (Roll: 1097)
Scale 2 — Head of Music in the Lower School
Required September 1981 in this Group 11, mixed 11-16 Comprehensive, an enthusiastic young musician who will develop a new music area in Lower School. Exam work to C.S.E. and 'O' Level available. Ability and willingness to train orchestra and choir essential. Closing date 21st April, 1981.

* * *

Scale 1 Posts

Exeter Ellen Tinkham Special (E.S.N.(S)) School Hollow Lane, Exeter EX1 3RW (Roll: 60)
Scale 1
Required September 1981 for junior class (7-10 year olds). Preference will be given to candidates holding the B.Phil.Ed. Diploma. Closing date: 21st April, 1981.

Exeter, The Priory (12-16 Comprehensive) High School Earl Richards Road South, Exeter (Roll: 760)
Scale 1 — Mathematics
Required September 1981 to teach the subject through to 'O' level and C.S.E. The School has a micro-processor and an interest in computer studies across the curriculum would be a strong recommendation. Closing date 27th April, 1981.

Ilfracombe School and Community College Worth Road, Ilfracombe EX35 9JA (Roll: 1623)
Scale 1 (Two Posts)
(1) General Science and Mathematics required September 1981. An interest in work with less able pupils would be advantageous.
(2) General Subjects required September 1981, to teach general subjects to slow learning pupils in years 1 to 3. Closing date for both posts 17th April, 1981.

Dawlish School Elm Grove Road, Dawlish (Roll: 788)
Scale 1 — English
Required September 1981, in this Group 10, mixed 11-16 Comprehensive, to teach subject to C.S.E. and 'O' Level. Ability to teach French in Lower School an advantage. Closing date 21st April, 1981.

Newton Abbot, Knowles Hill School Exeter Road, Newton Abbot
Scale 1 — Mathematics
Required September 1981 in this Group 12, mixed 11-18 Comprehensive, a Graduate able to teach 'A' level. Maths is a high priority subject within the School and pupils follow individualised courses in audio-visual Maths Labs. Closing date 21st April, 1981.

Holsworthy School and Community College Victoria Hill, Holsworthy, Devon EX22 6JD (Roll: 628)
Scale 1 — Design and Technical Drawing
Required September 1981, suitably qualified to develop a broad range of graphic design, illustration and technical drawing within the curriculum of a close-knit art and design team. An interest and ability to teach a small amount of environmental studies in the first year and for rural science would be an advantage. TES046
Closing date:
21st April, 1981.

DEVON

MIDDLE OTHER THAN BY SUBJECT
continued

Headteacher: Mr. R.I.J. Hardy, M.A.
Tel: 01-542 1413.
Age Range: 8-13
No. on Roll: 626
Required for the summer term, a casual supply teacher to be responsible for a class of 8 /10 year olds in this five form entry middle school. Temporary appointment. Scale 3.
London Allowance £759
Application forms and further particulars of the post are available from the Headteacher at the above address.
Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (00633) 045-90

Secondary Education

Headships

BURY

METROPOLITAN BOROUGH OF BURY
PARKHILL HIGH SCHOOL
Hoyo Road, Prestwich, Manchester (Grade 2)
Required for 1st September, 1981
HEAD of TEACHING
Application forms and further details obtainable from the Director of Education, Athenaeum House, Market Street, Bury, by Thursday, 16th April, 1981. (01158) 050-90

CAMBRIDGESHIRE

PETERBOROUGH AREA
COUNTY GIRLS SCHOOL
Coniston Avenue, Peterborough, PE1 2NY
Tel: Peterborough 63910
GROUP 10 (Roll 760)
FIRST DEPUTY HEAD TEACHER
Required for September 1981, for the 11 - 19 Girls Comprehensive School, well qualified teacher with Comprehensive School experience.
The successful candidate's responsibilities will include coordinating the pastoral care throughout the school.
There is a possibility of assistance being given with housing in appropriate cases.
Application forms and further particulars are available from the Head Teacher, Miss R.E. Roberts, B.A., to whom completed forms should be returned by 17th April 1981. (00714)050-90

HAMPSHIRE

THE BURGATE COMPREHENSIVE SCHOOL
Salisbury Road, Burgate, Fordingbridge
N.O.R. 490 approx.
HEADTEACHER Group 5 School
Required 1st September 1981, Salary Scale currently £11,466 - £13,695
Full details and application form from Area Education Officer, Cannon Street, Lymington. (Tel: Lymington 7711).
Closing date: 10th April 1981. (01484) 050-90

HAMPSHIRE

RINGWOOD COMPREHENSIVE SCHOOL
Ringwood, Ringwood
N.O.R. 930 Approx.
HEADTEACHER GROUP 10 School
Required September 1981, Salary scale currently £13,389 - £14,430.
Full details and application form from Area Education Officer, Cannon Street, Lymington. (Tel: Lymington 7711) Closing Date 17th April 1981. (00548) 050-90

HERTFORDSHIRE
COUNTY COUNCIL

GRANGE PARK SCHOOL
London road, Sawbridgeworth

Applications are invited for September 1981 from suitably qualified and experienced teachers for the HEADSHIP of this new (1 st intake) 11-16 mixed school in pleasant area with excellent sports and social facilities.
Application form and further details from the Division Education Officer, Hatfield Area, 37 Homestead Road, Watford WD1 3EY, to be returned, with letters of application, by 21st April 1981. (00543) 050-90

HERTFORDSHIRE
COUNTY COUNCIL
HATFIELD DIVISION
THE HALSEY SCHOOL
Fennyfield, Hemel Hempstead, Hertfordshire
(Re-advertisement - Previous applicants will be considered unless they indicate otherwise)
Applications are invited for the HEADSHIP of this 11-16 mixed educational all-ability school or September, 1981.
The vacancy occurs at the retirement of the present Headmaster who has served the school with distinction.
The school is situated on the north western side of Hemel Hempstead on the Belsize Estate. It at present has pupils from various parts of the town and from surrounding villages.
Forms and further particulars are obtainable from the Divisional Education Officer, Civic Centre, Hemel Hempstead.
Applications should be returned by April 13th. (e.s.e. please) 051-90

LONDON

ADDEY AND STANHOPE SCHOOL
Voluntary School Aided to the Church of England Education Board
The governors invite applications for the HEADSHIP which will become vacant from 1st August 1981 on the retirement of Mr. A.R. Jenkins, who has been headteacher since January 1967.
The School was founded for boys and girls in 1715. There are 580 pupils on roll, an equal number of boys and girls in each form of over 100. The school became a voluntary aided comprehensive in 1977 and is now organised in 4 forms entry with 6 streams in each year group.
Salary: Burnham Group 9 with London Allowance.
Further information may be obtained from the Headteacher (Telephone 4567) and application forms (foolscap s.a.e. please) from the Clerk to the Governors, Addey and Stanhope School, Deptford, London, SE14 5DH.
Letters of application (in duplicate) with a summary of qualifications and experience and details of three referees should be sent to the Clerk to the Governors not later than 20th April 1981. 050-90

SHREWSBURY

BRETHERTON HIGH SCHOOL
Please see under Deputy Headships/Second Masters/Mistresses

SHEFFIELD

CITY OF
EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
Tel 0742 392571
Required for September 1981
ASSISTANT HEAD TEACHER
Group 111 at 11 - 18 mixed comprehensive school. 1250 on roll. 190 studying for A Level. This is a 'curriculum' post but there will special responsibility for girls.
Please phone or write to the Registrar at the school for further details and form of application.
Closing date 16th April. (01470) 050-90

WALSALL

METROPOLITAN BOROUGH OF WALSALL EDUCATION COMMITTEE
BROWNHILLS COMPREHENSIVE SCHOOL
Daskin Avenue, Brownhills, Walsall.
Required for September, 1981, HEAD TEACHER (Group 110). 917 pupils on roll.
Applications are invited for the Headship of this 11 - 18 Comprehensive School with an associated sixth form serving a suburban area.
Closing date for applications 30th April, 1981.
Application forms and further details available from the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DQ on receipt of an S.A.E.
This Authority is an equal opportunity employer. (00309) 050-90

WEST GLAMORGAN

COUNTY COUNCIL
Please read displayed advertisement on page 44. 050-90

Leicestershire

OADBY GARTREE HIGH SCHOOL
(A Leicestershire Plan 11-14 High School)
GROUP 8
HEADSHIP

Headmaster/Headmistress required August for this well-established High School of about 500 pupils. Partially Hearing Unit attached. The post offers excellent opportunities for someone with vision and energy and a concern for the educational needs of the individual child. The vacancy is due to the appointment of the present Head to a larger Leicestershire Headship.

Details on request (s.a.e.)

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 14th April.

WEST GLAMORGAN
County Council

Headteacher Vacancies

Applications are invited fro the following posts in the Authority's service, to commence September, 1981, or as soon as possible thereafter.

Bishop Gore Comprehensive School, De-la-Beche Road, Sketty, Swansea. (Mixed) (1770 on roll) (Age range 11-18 years)

A Headteacher is required for this Group 14 school (Post ref. 1-4-81). (This is a re-advertisement following an increase in the grouping of the school.)

Trallwn Junior School, Glan-y-Wern Road, Trallwn, Swansea. (Mixed) (241 on roll) (Age range 7-11 years).

A Headteacher is required for this Group 6 school. (Post ref. 2-4-81).

Application forms and particulars of these posts are available from the Director of Education, Personnel Section, Princess House, Princess Way, Swansea SA1 4PD. Applicants are requested to forward a stamped addressed envelope, quoting the post reference number. The closing date for the receipt of completed application forms Thursday, 16th April 1981. TESD60

CYNGOR SIR GWYNEDD
COUNTY COUNCIL

Gwahoddir ceisiadau am swydd

PRIFATHRO/ PRIFATHRAWES

I Ysgol Syr Thomas Jones, Amlwch i ddechrau dyletswyddau ar Fedi 1af, 1981.

Gwybodaeth o'r Gymraeg yn hanfodol.

Nifer disgyblion 1216 — Cyflog Grwp 11.

Ffurflenni cais ig manylion pellach oddi wrth y Cyfarwyddwr Addysg, Swyddfa Addysg, Lôn Priestley, Caernarfon. Dyddiad olaf i dderbyn ceisiadau Ebrill 30, 1981.

TESD60

Deputy Headships Second Masters/ Mistresses

BERKSHIRE

LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading RG3 5TY
N.O.R. 1577
Required for September 1981, a highly qualified and experienced teacher for the post of FIRST DEPUTY HEAD (this Group 12 mixed 11-18 comprehensive school (sixth form 150) which serves a pleasant residential area on the western fringe of Reading. The successful candidate will be expected to play a prominent role in all aspects of the life of the school. The particular responsibilities of the post will be determined by the interests and expertise of the successful candidate.
Application forms and further details from the Headmaster (e.s.e.). Closing date 27th April 1981. (00063) 051-90

DERBYSHIRE
EDUCATION COMMITTEE

THE HATTON SCHOOL
Hatton, Derbyshire

A well qualified, experienced, and successful graduate teacher is required as a Deputy Head (Group 9) for September 1981, for this small mixed comprehensive school of just under 700 pupils.

The Hatton School serves a wide rural catchment, has an excellent atmosphere, and offers the appointee the chance to cover many aspects of school management in a team situation. One specific aspect would be the principal responsibility for Girl's Welfare, but much of the rest of the work to be undertaken would depend upon the skills and interests offered.

Application should be by a full letter accompanied by a curriculum vitae and the names of two referees. Further details will be sent on receipt of a stamped addressed envelope.

Applications, or notification of an application for interview, within two weeks of the appearance of this advert. (00109) 051-90

CAMBRIDGESHIRE

PETERBOROUGH AREA
COUNTY GIRLS SCHOOL
Coniston Avenue, Peterborough PE1 2NY
Tel: Peterborough 63910.
Group 10 Roll 760
FIRST DEPUTY HEAD TEACHER.
Required for September 1981 for this 11 - 19 Girls Comprehensive School a well qualified teacher with Comprehensive School experience.
The successful candidate's responsibilities will include coordinating the pastoral care throughout the school.
There is a possibility of assistance being given with housing in appropriate cases.
Application forms and further particulars are available from the Head Teacher, Miss R.E. Roberts, B.A., to whom completed forms should be returned by 10th April, 1981. (00868) 051-90

CORNWALL

EDUCATION COMMITTEE
There is a Removal Expenses Scheme.
POOL SCHOOL, Church Road, Pool, Redruth, TR15 3RP
Group No: 10
No. on Roll: 988 (Age range 11 - 16)
Headmaster: Mr F.G.W. Taylor, ACP, MBIM
SECOND MASTER /MISTRESS
(Salary as Deputy Head Group 10)
Required for September 1981. The successful candidate will be responsible, particularly, for the welfare and discipline of girls and will, in addition, be a member of the Senior Management Team.
For very full details of the school, job description and application form, please apply to the Headmaster enclosing a large stamped addressed envelope.
Closing date: as soon as possible. (01117) 051-90

CUMBRIA

COUNTY COUNCIL
THE WILLIAM HOWARD SCHOOL BRAMPTON
Mixed Comprehensive 11 - 18, 960 pupils including 90 in Sixth Form).
Required September 1981
SECOND MASTER /MISTRESS (Group 10).
Applications are invited from suitably qualified teachers with successful and relevant experience who are enthusiastic and able to accept responsibility. The successful candidate will be expected to play an important role in the development of this newly formed comprehensive community school.
Further details and application forms from the Head (Foolscap SAE please).
Closing date 29 April 1981. (00080) 051-90

DERBYSHIRE

ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire, DE7 5HS

11 - 18 mixed; 875 on roll; Group 10.

Second Master /Mistress (Deputy Head Scale) required for September 1981 to be responsible for the welfare and discipline of all pupils and to participate fully in the organisation and management of the school.

Details and application forms from the Headmaster at the school. (SAE please). (00085) 051-90

DORSET

SUMMERBEE SECONDARY SCHOOL
Melford Road, Bournemouth BH8 9PW.
(11 - 16 mixed, 700 on roll)
Required for September, 1981
SECOND MASTER /MISTRESS (Group 9), to be responsible for boys' welfare, day to day running of the school and timetabling, a well qualified and experienced candidate is sought who will make a real contribution to the Senior Management Team and the development of the school.
Application forms and further details from the Headmaster on receipt of s.a.e.
Closing date 24th April. (00670) 051-90

DUDLEY
METROPOLITAN BOROUGH

THE COSELEY SCHOOL
Ivyhouse Lane, Coseley, West Midlands (0 - 717 on roll)

Group 10 (11 - 16 co-educational comprehensive; 717 on roll)

SENIOR MASTER /MISTRESS for September. Person appointed expected to have had considerable comprehensive experience and be prepared to share fully in organisation and management of this purpose-built school, which has multiple unit arrangements. Particular emphasis on responsibility for pastoral matters and efficient use of buildings and facilities.

Application forms/details (s.a.e.) from Headmaster. Return by 1st May. (00593) 051-90

HERTFORDSHIRE
COUNTY COUNCIL
ROBERTS DIVISION
MANNERIS SCHOOL
Mill Lane, Chesham, Herts HP5 3NS
(850 mixed all ability 60 in Sixth Form)
HEAD OF MIDDLE SCHOOL Scale 3, rising to SENIOR TEACHER, Scale 4 to be responsible for the academic and pastoral welfare of the 13 and 14th Year pupils. Considerable responsibility for curriculum development in a well qualified, experienced and enthusiastic person in this long established, all-ability school.
The School opened in 1963 and is in pleasant surroundings and with excellent facilities. Quite Fringe train. Help with travelling expenses.
Please apply to the Headmaster by letter (no forms) with full details and the names of two referees. Further information will be given (s.a.e.) (00590) 051-90

ILKESTON

ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire, DE7 5HS

11 - 18 mixed; 875 on roll; Group 10.

Second Master /Mistress (Deputy Head Scale) required for September 1981 to be responsible for the welfare and discipline of all pupils and to participate fully in the organisation and management of the school.

Details and application forms from the Headmaster at the school. (SAE please). (00085) 051-90

DORSET

SUMMERBEE SECONDARY SCHOOL
Melford Road, Bournemouth BH8 9PW.
(11 - 16 mixed, 700 on roll)
Required for September, 1981
SECOND MASTER /MISTRESS (Group 9), to be responsible for boys' welfare, day to day running of the school and timetabling, a well qualified and experienced candidate is sought who will make a real *contribution* to the Senior Management Team and the development of the school.
Application forms and further details from the Headmaster on receipt of s.a.e.
Closing date 24th April. (00670) 051-90

DUDLEY
METROPOLITAN BOROUGH

THE COSELEY SCHOOL
Ivyhouse Lane, Coseley, West Midlands (0 - 717 on roll)

Group 10 (11 - 16 co-educational comprehensive; 717 on roll)

SENIOR MASTER /MISTRESS for September. Person appointed expected to have had considerable comprehensive experience and be prepared to share fully in organisation and management of this purpose-built school, which has multiple unit arrangements. Particular emphasis on responsibility for pastoral matters and efficient use of buildings and facilities.

Application forms/details (s.a.e.) from Headmaster. Return by 1st May. (00593) 051-90

HERTFORDSHIRE
COUNTY COUNCIL
ROBERTS DIVISION
MANNERIS SCHOOL
Mill Lane, Chesham, Herts HP5 3NS
(850 mixed all ability 60 in Sixth Form)
HEAD OF MIDDLE SCHOOL Scale 3, rising to SENIOR TEACHER, Scale 4 to be responsible for the academic and pastoral welfare of the 13 and 14th Year pupils. Considerable responsibility for curriculum development in a well qualified, experienced and enthusiastic person in this long established, all-ability school.
The School opened in 1963 and is in pleasant surroundings and with excellent facilities. Quite Fringe train. Help with travelling expenses.
Please apply to the Headmaster by letter (no forms) with full details and the names of two referees. Further information will be given (s.a.e.) (00590) 051-90

City of Coventry

Applications are invited for appointment as

Head
of
WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
(Group 12)

This 11-18 Comprehensive School with 1,600 pupils on roll is situated on an attractive site close to the south eastern boundary of the City.

Appointment will be from September 1981.

Further particulars and application forms from Robert Aitken, Director of Education, Council Offices, Earl Street, Coventry CV1 5RS (Tel. No. 0203 25555 Ext. 2154).

Closing date for receipt of application forms is 17 April 1981.

Canvassing disqualifies.

TESD60

Moseley School, Wake Green Road B13 9UY
1,500 pupils
Group 12

Applications are invited for the post of

HEAD TEACHER

at the above-named comprehensive school situated in the southern suburbs, about 5 miles *from the city centre.*

Application forms and further details from
South Area, Education Office.
Margaret Street B3 3BU;
to be returned within 2 weeks of the appearance of this advertisement.

There is a scheme for assistance with removal expenses

TESD60

BIRMINGHAM
CITY COUNCIL

Cheshire

WARRINGTON DISTRICT
WESTBROOK OLD HALL COUNTY PRIMARY
Warrington

Head Teacher

Group 4

Applications are invited from suitably qualified teachers for the post of Headteacher of this new open-plan County Primary in the Warrington New Town area of Westbrook. A person is sought who will be keen to encourage community involvement through joint use facilities provided at the school. It is expected *that the school will open in January 1981 but it is hoped to* make an appointment from September 1981, a term in advance.
Application forms and further details from District Education Officer, Priestley House, Sankey Street, Warrington, Cheshire.
Closing date: 24th April 1981.

TESD60

Royal County of BERKSHIRE

DESBOROUGH SCHOOL
Shoppenhangers Road,
Maidenhead SL6 2QB
N.O.R. 1120 Boys (160 6th form)

Required for September 1981:

HEADTEACHER

of this Group 11 Comprehensive Boys School.

Application form and further details from the Director of Education (ref ES/PDC), Dept. of Education, Shire Hall, Shinfield Park, Reading RG2 9XE. (s.a.e.) Closing date April 27th. Previous applicants who wish to be reconsidered should notify the above department in writing as soon as possible.

SECONDARY
Deputy Heads
continued

EALING

LONDON BOROUGH EDUCATION SERVICE
EALING GREEN HIGH SCHOOL
Ealing Green, London W5 5ER
A senior Teacher with academic and pastoral responsibility for the Sixth Form required as soon as possible.
As a member of the Senior Administrative Team the senior teacher shares in the planning and organisation of the whole school.
London Weighting £759.
Further details and application forms may be obtained from the Headmaster (SAE) to be returned by 1st May. (00588) 051-90

ESSEX

ST. JOHN'S COMPREHENSIVE SCHOOL
(Roll 1288)
Town Road, Epping.
Tel. Epping 3209
DEPUTY HEADTEACHER -
GROUP 12
Required for September 1981. To replace Mr. J.C. Mason. Responsibilities may be *adjusted to suit* qualifications and experience of successful candidate.
Closing date 24th April 1981.
Applications to Headteacher at the school (s.a.e. please). 051-90

LATTON BUSH COMPREHENSIVE SCHOOL
(Roll) (Foolscap s.a.e. Please)
Southern Way, Harlow CM18 7BL.
Tel: Harlow 25382
SECOND MASTER /MISTRESS
(GROUP 11) D (Head 2816)
†London Fringe.
Required for September 1981, Member of Senior Management Team of three. Candidates must have a proven record for curriculum /timetabling /pastoral matters.
Apply to: Area Education Officer, 81, St. John's Road, Harlow.
Tel: Epping 76241 ext 63.
Closing date: 24th April 1981. (00395) 051-90

HAMPSHIRE

RE-ADVERTISEMENT
ALL HALLOWS R.C. SCHOOL
(Mixed Comprehensive 11 - 18)
Weybourne Road, Farnham
N.O.R. 970
Required for September, 1981. Well qualified experienced teacher of Religious Education to contribute to the pastoral system; as Second Mistress /Master (Deputy Head Scale) (Qualification Allowance) at developing 11 - 18 mixed Comprehensive Catholic essential. Particular responsibility for girls' welfare.
Closing date one week after appearance of this advertisement.
Letter of application naming two professional referees to Headteacher with s.a.e. for details. (01170) 051-90

HUMBERSIDE
EDUCATION COMMITTEE

SCUNTHORPE DIVISION

NORTH ANGLIAN
COMPREHENSIVE SCHOOL
Wharf Road, Crowle

Head Teacher: Mr. E. Cornelius
No. on Roll: 425
Group 8

Applications are invited for the post and SENIOR MASTER / MISTRESS for September, 1981 on the forthcoming retirement of the present post-holder. Duties will include responsibility for girls' welfare throughout the school. This 11 - 16 Comprehensive School is situated in a semi-rural area between Scunthorpe and Doncaster with easy access to the nearby motorway network.
Application forms and further particulars obtainable from the Divisional Education Officer, 7 Cliff Gardens, Scunthorpe (Tel. 5610), (s.a.e. please) to whom completed forms should be returned no later than 15th April, 1981 (s.a.e. please). (00125) 051-90

KENT
COUNTY COUNCIL

EDUCATION DEPARTMENT
APPROPRIATE OFFICER

THE NORTON KNATCHBULL SCHOOL
Voluntary Controlled. Founded 1530
Hythe Road, Ashford.
(540 boys, 13 - 18)

Deputy Head Group 10. Required September 1981. Selective school with emphasis on 'A' and 'O' level courses. Responsibilities include timetabling, pastoral care and liaison. Approx. half teaching timetable - state specialism(s) if desired.

Applications by letter with curriculum vitae, naming two referees to the Divisional Education Officer, Education Office, Ewick Road Ashford, TN23 1NP.

Further information from the headmaster (tel: Ashford 30045).

Closing date for applications 5th May 1981. (00199) 051-90

WOLVERHAMPTON BOROUGH COUNCIL
Education Committee

Required for September 1981:

PENDEFORD HIGH SCHOOL

DEPUTY HEAD TEACHER (GROUP 12)

Applications are invited from suitably qualified and experienced teachers for this senior post. The successful applicant will, in addition to other duties, have particular responsibility for curriculum planning, timetabling and daily administration.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 10 days of this advertisement. (see please).

TESD61

LANGDON SCHOOL
Sussex Road, London E6 2PS

Head Teacher: A. Gabert, B.A., M.Ed.
Number on Roll: 1900

DEPUTY HEAD TEACHER

Group 13

Required: September 1981.

The person appointed will have 10 or more years experience with at least some at senior level, be between about 30 and 45 years old, have a firm commitment to comprehensive education and have the energy, drive, ability and imagination to make a full contribution to the life of this large, friendly and orderly comprehensive school on one 45 acre site. Specific nature of duties of this important post will depend on the person appointed. London Allowance: £759.

Application forms/further particulars (s.a.e. please) available from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH, to whom completed forms should be returned by 14th April 1981.

TESD51

LONDON BOROUGH OF NEWHAM

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE ST JOHN FISHER R.C. HIGH SCHOOL
Hookstone Drive, Harrogate HG2 7DT
SECOND MASTER /MISTRESS
Deputy Head level (Group 10) required for September 1981.
Applications are invited from practising Roman Catholic teachers for this 11 - 18 comprehensive school (850 on roll). Duties to include administration and curriculum organisation with specific responsibility for girls' pastoral welfare.
Application forms, giving curriculum vitae and the names and addresses of two professional referees to be sent to the Headmaster at the school within two weeks of the appearance of this advertisement.
Further information may be obtained from the Headmaster on receipt of a foolscap s.a.e. (00247) 051-90

NORTH YORKSHIRE

COUNTY COUNCIL

THE HOLY FAMILY CATHOLIC HIGH SCHOOL
Carlton, Nr. Goole, Humberside.
(GROUP 7)

Required for September 1981, owing to retirement, SENIOR MASTER /MISTRESS at this 11 - 16 mixed comprehensive school situated between Selby and Goole. Candidates should be experienced teachers and practising Roman Catholics. The successful candidate will share with the Deputy Headmaster in the general administrative duties within the school and be responsible for Girls' Welfare. A contribution to the academic life of the school will be expected but no specific subject discipline is required.
Salary Burnham Scale - Deputy Head - Group 8
Further details and application forms from the Headmaster (s.a.e. please). (00951) 051-90

NORTH YORKSHIRE

COUNTY COUNCIL
SKIPTON SCHOOL
Whitby.
(Group 7)
11 - 14 Comprehensive
Required September 1981
second Mistress /Master with responsibility for Girls Welfare, discipline and behaviour including health and hygiene.

Application forms and further details from the Headmaster, Skipton School, Whitby, Yorks YO22 4HF. S.A.E. (00285) 051-90

NORTHANTS

KETTERING MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northamptonshire, NN16 9HS

DEPUTY HEAD (Group 9). A vacancy has been created, by retirement, for September 1981. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head at this co-ed comprehensive school which opened in September 1979.
Major responsibilities include management of the pastoral system, particularly in the pastoral spheres. Precise details will be determined by the experience and expertise of the successful candidate, who will be expected to participate in all aspects of the life and development of this newly opened school, which is anticipated eventually to contain approximately 800 pupils in the 11 - 18 age range.
Application forms and further details from Mr. A. F. Rosser, Headmaster, returnable within 10 days of the appearance of this advertisement (s.a.e. please). (00183) 051-90

NORTHANTS

KETTERING HENRY GOTCH SCHOOL
Deeble Road, Kettering, Northants, NN15 7AA.

Required for September, because of retirement, a popular Deputy Head (Group 10) to join the dynamic team of this developing comprehensive school. The nature of the responsibilities and the duties attached to the post will take account of the successful candidate's qualifications and experience. An interest in timetabling and examinations would be helpful.
The school, reorganised as comprehensive in 1976 will have about 760 pupils on roll in September. There is a developing Sixth Form.
Application forms and further details from the Headmaster. (foolscap s.a.e. please).
Closing date for completed applications 1st May, 1981. (00211) 051-90

NOTTINGHAMSHIRE

QUEEN ELIZABETHS' GIRLS' SCHOOL
Woodhouse Rd, Mansfield, Notts.
(Your Comprehensive School, 8 Form Entry 13 - 18 years.
REQUIRED for September 1981, a second Deputy Head Teacher, Group 10.
Application forms and particulars may be obtained from the Headmistress.
Closing date for completed applications, 1st May, 1981.
Competence in timetabling is required. (01697) 051-90

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

ST. BERNADETTE'S R.C. (AIDED) HIGH (11-16) SCHOOL
Brainton Lane, Nottingham, NG8 1DH

Headmaster / Mistress: J.V. Drury, M.A.
Mixed (11 - 16).

For September, suitably qualified and experienced Catholic teacher for the post of Second Master /Mistress (Deputy Head teacher - Group 8). Membership of the senior management team will carry general responsibilities for pastoral care and specific concern for girls' welfare.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (00615) 051-90

SURREY

EDUCATION COMMITTEE
HORLEY COMPREHENSIVE
Balcombe Road, Horley
(11 - 18 NOR 760)
SENIOR TEACHER required for September 1981. Subjects preferred ENGLISH or MATHEMATICS.
For further details please send S.A.E. to Head. (00519) 051-90

LEICESTERSHIRE

LEICESTER RUSHEY MEAD SCHOOL
Melton Road, Leicester, LE4 7PT

Head: Mrs. B.J. Eastwood, B.Sc.

DEPUTY HEAD - GROUP 11

DEPUTY HEAD required August. Vacancy due to promotion to a Leicestershire Headship.

Candidates should write to the Head for further details (s.a.e.).

Apply (no forms) with full particulars and names and addresses of two professional referees to be sent to the Headmaster at the school within two weeks of the appearance of this advertisement.

Further information may be obtained from the Headmaster on receipt of a foolscap s.a.e. (00247) 051-90

REDBRIDGE
LONDON BOROUGH OF

TRINITY R.C. HIGH SCHOOL
Manshion Road, Woodford Wells, IG8 0TY
Telephone 989 9756
Head: J.F. Greene, B. Sc. (Econ.), J.P.

Required for September 1981 an experienced, well-qualified Assistant Teacher of Master /Mistress and head of Lower School in this 11 - 18 mixed 6 Form Roman Catholic comprehensive school.

The post cover responsibility for the welfare and welfare of 540 pupils in the first three years. The vacancy exists from the promotion of the present postholder to a headship.

Salary Burnham Scale - Deputy Head - Group 8

Further details and application forms (s.a.e. please) from the Headmaster.

Applicants should be practising Roman Catholics.

Further details and application forms are available from the Head of the school, to whom completed forms should be returned by 8th April, 1981. (01256) 051-90

SHEFFIELD

CITY OF
EDUCATION DEPARTMENT
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
Tel 0742 392571
Required for September 1981
DEPUTY HEAD TEACHER Group 11
Applications are invited from experienced teacher required for September 1981 in which appreciation of the pastoral system is to be introduced. The successful candidate will be responsible for the welfare and discipline of all pupils and will participate fully in the organisation and management of the school.
Details and application forms from the Headmaster at the school. (SAE please). (00085) 051-90

SUNDERLAND

EDUCATION DEPARTMENT

SOUTHWICK SCHOOL
Ryhope Road, Sunderland, SR3 2TS

SECOND MASTER /MISTRESS required for September, 1981.
Closing date April 17. (00211)
Application forms from the Director of Education, Education Department, Civic Centre, Sunderland, SR2 7DN on receipt of a stamped addressed envelope, to be returned to him by 17th April, 1981. (01161) 051-90

WARWICKSHIRE

CAMPION SCHOOL
Sydenham Drive, Sydenham Estate, Leamington Spa, CV31 1QH

Required September, suitably qualified teachers to fill the post of Deputy Head of this Group 11 school to be responsible for the Upper School (13th, 14th and 15th years).

Application (no forms) to the Headmaster, with names of two referees, as soon as possible. (00574) 054-52

WARWICKSHIRE

SOUTH SCHOOL
Welsh Road West, Southam, Near Leamington Spa
(11 - 18 Comprehensive 1020 on roll)

Required September Head of Department, scale 4, for pupils with special educational needs. Candidates should be capable of assuming responsibility for evaluation of courses to meet the needs of pupils with learning difficulties of any kind. School has well developed course leading to C.S.E., 'O' and 'A' level. The person appointed would be expected to liaise with specialist teachers.

Apply by letter with names of two referees to the Head from whom further details are available (SAE Please). (00533) 054-52

WARWICKSHIRE

SOUTH SCHOOL
Welsh Road West, Southam, Near Leamington Spa
(11 - 18 Comprehensive 1020 on roll)

Required September Head of Department, scale 4, for pupils with special educational needs. Candidates should be capable of assuming responsibility for evaluation of courses to meet the needs of pupils with learning difficulties of any kind. School has well developed course leading to C.S.E., 'O' and 'A' level. The person appointed would be expected to liaise with specialist teachers.

Apply by letter with names of two referees to the Head from whom further details are available (SAE Please). (00533) 054-52

WORCESTERSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
WALTHEW HOUSE SECONDARY SCHOOL
Bradfield's Avenue, Walderslade, Chatham
Teachers required for September for the following posts:- A Biology Specialist (Group 9) and a Science Specialist (Group 8).
Please apply to the Headmaster at the school giving curriculum vitae and two referees. (01132) 054-90

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW COMMITTEE
Education Department, The Civic Centre, Hampton Road, Hounslow TW3 4DN
CHISWICK SCHOOL
Burlington Lane, Chiswick W4 2QH
(Mixed 11 - 18)
Headteacher: Mr. P.S. Harrell, B.Sc.
Co-educational 11 - 18 Comprehensive with approximately 1,200 pupils on roll.
10 FE.
Required for SEPTEMBER 1981, HEAD OF BASIC EDUCATION DEPARTMENT (Scale 4).
An experienced teacher required to lead a team helping with remedial literacy and numeracy. Some groups are fairly readily constituted and others formed by selection from lessons as required.
The Department has twice a strong interest in Social Studies and in English as a Second Language (which has its own specialist teacher).
The person appointed will need to have clear ideas as to the role of the Department, be a good organiser and maintain good relationships with teachers of other disciplines.
LONDON ALLOWANCE £468
PAYABLE ABOVE
CLOSING DATE 19 April, 1981.
Letters of application in the first instance to the Headmaster giving details of qualifications and experience and addresses of two referees (stamped addressed foolscap envelope, please). (00593) 054-52

KINGSTON-UPON-THAMES

ROYAL BOROUGH OF
SOUTHBOROUGH HIGH SCHOOL
Tudor Drive, Kingston, Surrey KT2 5AS. (Tel: 01 397 1045)
Mixed 11 - 18 years, 1,000 on roll.
Required for September 1981:
HEAD OF REMEDIAL DEPARTMENT, Scale 3. An experienced teacher to lead this important and effective department which teaches ENGLISH as a SECOND LANGUAGE to less able pupils from First to Fifth Year, with a flexible policy in full-time work or in withdrawal groups.
London Allowance £498.
Assistance may be provided with removal expenses and there is a possibility of rented accommodation through a Teachers' Housing Association.
Application forms, and further details, obtainable from the Headmaster at the school to be returned to him as soon as possible. (00853) 054-52

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

MATTHEW HOLLAND COMPREHENSIVE SCHOOL
Chapel Road, Beeston, Notts. NG9 1DU

Headmaster: J. H. Bayley
Mixed : 1071 (11 - 18)

DEPUTY HEAD required August. Vacancy due to promotion to a Leicestershire Headship.

An experienced teacher required to lead a team helping with remedial literacy and numeracy. Some groups are fairly readily constituted and others formed by selection from lessons as required.
The Department has twice a strong interest in Social Studies and in English as a Second Language (which has its own specialist teacher).
The person appointed will need to have clear ideas as to the role of the Department, be a good organiser and maintain good relationships with teachers of other disciplines.
LONDON ALLOWANCE £468
PAYABLE ABOVE
CLOSING DATE 19 April, 1981.
Letters of application in the first instance to the Headmaster giving details of qualifications and experience and addresses of two referees (stamped addressed foolscap envelope, please). (00593) 054-52

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT

MATTHEW HOLLAND COMPREHENSIVE SCHOOL
Chapel Road, Beeston, Notts. NG9 1DU

Headmaster: J. H. Bayley
Mixed : 1071 (11 - 18)

DEPUTY HEAD (Group 9). A vacancy has been created, by retirement, for September 1981. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head at this co-ed comprehensive school which opened in September 1979.
Major responsibilities include management of the pastoral system, particularly in the pastoral spheres. Precise details will be determined by the experience and expertise of the successful candidate, who will be expected to participate in all aspects of the life and development of this newly opened school, which is anticipated eventually to contain approximately 800 pupils in the 11 - 18 age range.
Application forms and further details from Mr. A. F. Rosser, Headmaster, returnable within 10 days of the appearance of this advertisement (s.a.e. please). (00183) 051-90

NORTHANTS

KETTERING MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northamptonshire, NN16 9HS

DEPUTY HEAD (Group 9). A vacancy has been created, by retirement, for September 1981. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head at this co-ed comprehensive school which opened in September 1979.
Major responsibilities include management of the pastoral system, particularly in the pastoral spheres. Precise details will be determined by the experience and expertise of the successful candidate, who will be expected to participate in all aspects of the life and development of this newly opened school, which is anticipated eventually to contain approximately 800 pupils in the 11 - 18 age range.
Application forms and further details from Mr. A. F. Rosser, Headmaster, returnable within 10 days of the appearance of this advertisement (s.a.e. please). (00183) 051-90

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE ST JOHN FISHER R.C. HIGH SCHOOL
Hookstone Drive, Harrogate HG2 7DT
SECOND MASTER /MISTRESS
Deputy Head level (Group 10) required for September 1981.
Applications are invited from practising Roman Catholic teachers for this 11 - 18 comprehensive school (850 on roll). Duties to include administration and curriculum organisation with specific responsibility for girls' pastoral welfare.
Application forms, giving curriculum vitae and the names and addresses of two professional referees to be sent to the Headmaster at the school within two weeks of the appearance of this advertisement.
Further information may be obtained from the Headmaster on receipt of a foolscap s.a.e. (00247) 051-90

NORTH YORKSHIRE

COUNTY COUNCIL

THE HOLY FAMILY CATHOLIC HIGH SCHOOL
Carlton, Nr. Goole, Humberside.
(GROUP 7)

Required for September 1981, owing to retirement, SENIOR MASTER /MISTRESS at this 11 - 16 mixed comprehensive school situated between Selby and Goole. Candidates should be experienced teachers and practising Roman Catholics. The successful candidate will share with the Deputy Headmaster in the general administrative duties within the school and be responsible for Girls' Welfare. A contribution to the academic life of the school will be expected but no specific subject discipline is required.
Salary Burnham Scale - Deputy Head

SECONDARY
Art and design continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
THE GILLINGHAM SCHOOL
FOR GIRLS
Balmoral Road, Chatham, Kent.
ME5 7PP
(Roll 749)
A graduate in Fine Arts or Graphics is required for the teaching of Art throughout the school for a one year temporary appointment, starting in September, 1981. The vacancy is created by the secondment of the permanent teacher.
Please apply by letter to the Headmistress, giving a full curriculum vitae and the names and addresses of two referees.
Canterbury Christ Church
GEOFFREY CHAUCER SCHOOL
Sarre Lane, Canterbury. CT1 3JU.
Co-educational, all ability (1190 pupils; Sixth Form 175)
A specialist teacher of Art (Scale 1) is required for September 1981 to teach mainly 4 periods to years 1 - 3 and to assist with teaching to C.S.E. and 'O' level in years 4 - 6.
Letters of application, together with full statement of education, qualifications and experience to the Headmaster. Further details will be sent on receipt of a stamped, addressed envelope. (01151) 052-86

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM TECHNICAL HIGH
SCHOOL FOR BOYS
Required September for one year, teacher of ART, to cover subject throughout the school including 'O' and 'A' level courses and to direct the content of the Art course in the co-ordinated work of the Creative Studies Department.
Applications by letter, naming 3 referees, to The Headmaster, Chatham Technical High School for Boys, Holcombe Road, Chatham, Kent. ME4 6JB. Telephone: Medway (0634) 43809. (60196) 055-86

KIRKLEES
METROPOLITAN COUNCIL
MOOR END HIGH SCHOOL
Birkhouse Lane, Crosland Moor, Huddersfield. HD4 5JA
(RISE - 1484)
Required for September 1981, ART teacher (SCALE 1) for temporary one-year appointment in this purpose-built comprehensive school which offers good facilities in a lively Art department. A special interest in three-dimensional work would be an advantage.
Application forms (s.a.e.a. please) from the Head Teacher to whom completed forms must be returned as soon as possible. (60558)

LONDON
LATYMER UPPER SCHOOL
King Street, London, W6 9LR
(Direct Grant, going Independent, HMC, 1189 boys)
Wanted for September 1981 or January 1982 either a full time assistant to work in the Art Department and the Craft Department or else part time workers to work in the Art Department only. A particular interest in pottery and/or textiles would be looked for.
Applications, together with full curriculum vitae and names of two referees to The Headmaster, Latymer Upper School, Hammersmith Terrace, London, W6 9LR. (01) 5881 055-86

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
GARIBALDI COMPREHENSIVE
SCHOOL
Forest Town, Mansfield
Woodhouse, Notts. NG19 0JX
Headmaster : D.K. McIntosh, M.Sc.
Mixed : 991 (11 - 18)
For September, teacher (Scale 1) for Art throughout the school and with ability to offer assistance with light duties in the lower school.
Applications (on forms) to the Headmaster, with names of two referees as soon as possible. (60613) 055-86

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
VALLEY COMPREHENSIVE
SCHOOL
Bauk Lane, Warsop, Notts.
NG20 0RB
Headmaster : I.M. Johnson, M.Sc.
Mixed : 1600 (11 - 18)
Applications are invited from suitably qualified teachers for the following post: for September 1981: Teacher (Scale 1) of Art. An interest in pottery and/or work would be an advantage.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (60178) 055-86

SUFFOLK
RUNGAY HIGH SCHOOL
Queens Road, Bungay
(Roll 780, 13 - 18)
Required for September, ART TEACHER (Scale 1 graduate or equivalent preferred, to offer 2 and 3-dimensional art, including ceramics and modelling. State subsidiary subjects offered.
Application forms and further details available from the Headteacher at the school concerned. (s.a.e. please) to whom they should be returned by 16th April, 1981. (60085) 055-86

WILTSHIRE
THE JOHN KENTLEY SCHOOL
Cairo, Wiltshire, SN11 8YA
(11 - 18 Comprehensive, 1400 pupils)
Required at the beginning of the Autumn Term, a qualified teacher of graphics. The successful applicant will have the responsibility of establishing graphics design within the recently reorganised and developing Design department, and will be expected to contribute to the general art education within the school. Applicants should state any other subjects they can offer.
Please apply immediately to the Headmaster, giving full details of qualifications and experience, and the names of two referees, enclosing a stamped and addressed envelope. (60855) 055-86

Careers

Heads of Department

DERBYSHIRE
EDUCATION COMMITTEE
DERBY SCHOOL
(1344 Boys and 11 - 18)
Moorway Lane, Littleover, Derby
Headmaster: D.H. Sage, B.Sc.
HEAD OF CAREERS (Scale 3)
Required for September 1981, due to retirement, to be responsible for careers education and guidance in this mixed comprehensive school now situated on the outskirts of Derby. The successful applicant will be expected to work closely with the Heads of Year and the Careers Service and to continue the excellent liaison with local employers.
Apply to the Headmaster by letter, with full details, quoting the names of two referees.
D55A/D52

DERBYSHIRE
ST. HELENA SCHOOL
Sheffield Road, Chesterfield, S41 7LJ
(Roll 955) 13 - 18
Junior High (Girls)
Required for September, 1981, HEAD OF CAREERS (Scale 3 for suitable applicants).
This is a major post within the School's Management Structure. Please state teaching subject that could be offered.
Applications by letter, with curriculum vitae and details of two referees, to the Headmistress. D53A/D52

NORTH YORKSHIRE
COUNTY COUNCIL
Lady Lumley's School
(SCHOOL)
11-18 mixed comprehensive, 830 on roll (sixth form 100) situated in an attractive market town on the southern edge of the North York Moors.
Required for September 1981 HEAD OF CAREERS (SCALE 3)
A teacher, experienced in careers work in School, is looked for to develop and extend this already well-established department. Teaching in another subject will be required.
Application forms and further details (s.a.e. please) available from the Headmaster, Lady Lumley's School, Swainsea Lane, Pickering, North Yorkshire YO18 8AD. D55A/D52

Other Posts on Scale 2 and above

AVON, BRISTOL
PORTWAY SCHOOL
Chairman of faculty of social education see main ad under Pastoral.
55-83

Classics

Scale 1 Posts

WILTSHIRE
DEVIZES SCHOOL
(11 - 18 mixed comprehensive: 1500 on roll)
Headmaster: D.J.W. Williams, M.A.
Required for Autumn Term, 1981 a teacher of LATIN, together with some other subject (e.g. ENGLISH, FRENCH, GERMAN, HISTORY). Some A-level work may be available for a suitable candidate.
The school serves an attractive market town and the surrounding area. It is within easy reach of Bath, Bristol, Salisbury and Oxford.
Further details and forms are available from the Headmaster, Devizes School, The Green, Devizes, Wiltshire SN10 1JT.
Completed forms and a letter of application should be returned within ten days of the appearance of this advertisement. (60535) 056-86

Commercial Subjects

Other Posts on Scale 2 and above

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford.
Tel: Chelmsford 60161
(Roll 1644)
TEACHER OF COMMERCE SCALE 2
Required, September, teacher in charge of well equipped and progressive Commerce Department. Knowledge of Accounts useful.
Forms and further details available from Headteacher at the school (s.a.e. please). (60978) 057-86

SUFFOLK
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich
(11 - 16 mixed Comprehensive roll 1000)
Required September 1981, Teacher for Business Studies (Scale 2) to take charge of the organisation and development of Business Studies including Economics, Office Practice and Typewriting within the Social Science faculty. Ability to teach either Business Mathematics, History or Social Studies essential.
Forms and further details available from Headteacher at the school (s.a.e. please). (60984) 057-86

Scale 1 Posts

BEXLEY
LONDON BOROUGH OF
BEXLEY TECHNICAL HIGH
SCHOOL FOR GIRLS
Townley Road, Bexleyheath, Kent, DA6 7JA
Tel : 01-304 8311
Roll : 876 : Group 10
Required for September 1981: teacher of Commercial Subjects. Part-time applicants considered.
S.A.E. 24p. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Remarks for application forms (enclosing foolscap s.a.e.) should be sent to the Headmistress. (60178) 057-86

BROMLEY
LANGLEY PARK SCHOOL FOR
BOYS
South Eden Park Road, Beckenham, Kent. BR3 3BP
(1100 boys - Sixth Form 160 - Group 11)
Required in September 1981: Graduate to teach Business Studies with some junior Geography. Scale 1 - London Allowance.
The School is a 11 - 18 boys' Comprehensive High School which operates a co-educational sixth form of 370. In new buildings and good facilities in a pleasant area close to Central London.
Applications, on forms, to the Headmaster, Mr. S.A. Phythian, with the names of two referees, as soon as possible, with addressed envelope for acknowledgement. (001561) 057-86

ESSEX
MAYFLOWER SCHOOL
(Roll 1650)
Rook Road, Billericay CM12 0RT.
Tel: Billericay 51715
BUSINESS STUDIES SCALE 1
(Former allowance still in force)
Required September, Assistant able to teach up to 'A' level, Accountancy and typing skills.
Curriculum vitae and names of referees to the Headmaster (foolscap s.a.e. please). (60972) 057-86

NORTH YORKSHIRE
COUNTY COUNCIL
SOUTH CRAVEN SCHOOL (11 - 18)
Holme Lane, Cross Hills, Keighley BD20 7EL
Required for 1 June 1981 a full-time teacher of COMMERCE to be responsible for the subject throughout the school.
Further details and application form available from the Headmaster at the school. Please enclose a stamped addressed foolscap envelope. (60255) 057-86

STAFFORDSHIRE
EDUCATION COMMITTEE
FOREGLEN COMPREHENSIVE
SCHOOL
Baddile Road South, Kinver, Nr. Stourbridge, West Midlands
Required for September, 1981 in this 11 - 18, fully comprehensive rural school: a well-qualified TEACHER OF COMMERCIAL SUBJECTS to take charge of the subject for Fourth, Fifth and sixth years. This is a Scale 1 post.
Application forms obtainable from and returnable to the Head teacher (s.a.e.a.). (60514) 057-86

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
PELSALL COMPREHENSIVE
SCHOOL
Pelsall Lane, Rushall, Walsall, WS4 1NG
Required for September, 1981:
TEACHER OF COMMERCIAL SUBJECTS (Scale 1 - to appoint an enthusiastic and well-qualified teacher for Shorthand, Typing, and Office Practice for 4th, 5th and 6th Form pupils.
Closing date: 14th April, 1981.
Application details, to be made to the Head Teacher of the school giving the names and addresses of two referees and enclosing an S.A.E.
This Authority is an equal opportunity employer. (60498) 057-86

Countryside Studies

Other Posts on Scale 2 and above

WALTHAM FOREST
LONDON BOROUGH OF
The Borough is within easy reach of Central London and Stansted Airport and Epping Forest. London Addition to salary payable.
HAWKWOOD LODGE FIELD
STUDY CENTRE
Aquiers Hill, London E4 7RT
REQUIRED FOR SEPTEMBER, 1981. TEACHER SCALE 2 As applications are invited from experienced secondary teachers for the post of Assistant Teacher at the above Field Study Centre.
The Centre is a new development for High School pupils (11 - 14) and will accodate two groups on a day visiting basis. Qualified Teacher in Charge to develop, organise and carry out field teaching programmes within will link with School based work in various subject areas; biological and geographical schemes will predominate but arts, humanities and mathematics will also be involved where work is integrated in the surrounding countryside. You will continue the development of pupil's field study skills which began in the Authority's "Suntrap Field Study Centre." To which the primary child then make regular day visits.
Application form and further details available on receipt of s.a.e. from The Chief Education Officer, London Borough of Waltham Forest, Sycamore House, Billet Road, Leyton, London E10 5QJ.
Closing date: 17th April, 1981. (00718) 058-86

Domestic Subjects

Heads of Department

ESSEX
ST CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford le Hope
(Roll 447 increasing to 627 in Sept. 1981)
HEAD OF HOME ECONOMICS (Scale 3)
Required September 1981. St. Clere's is a fully comprehensive high school and will not have the problem of falling rolls.
Application forms and further details (s.a.e. please). Closing date for application 16th April, 1981. (00874) 059-86

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Gravesham Division
MEOPHAM SCHOOL
Wrotham Road, Meopham, Kent
Roll : 1010, Mixed 11 - 18
A high school under Thamesside Scheme Required for September 1981 Scale 3, to run a well established department with options in Child Development, Textiles and Home Economics to C.S.E. and 'O' level work with an occasional demand for excellent facilities and a pleasant suite of Home Economics rooms and ancillaries. Scale 1 post also available which interlink with the Art department.
An energetic person is sought who will be able to lead as enthusiastic team of teachers.
Further particulars of the school and of the post from the Headmaster (Meopham 814640) to whom applications should be made by letter. (01148) 059-86

Other Posts on Scale 2 and above

ESSEX
GRAYS CONVENT HIGH SCHOOL
(Roll 550 girls)
Thurrock Road, Grays RM17 5UX.
Tel: 0375 / 75179
HOME ECONOMICS
NEEDLEWORK SCALE 2
To teach to 'O' level and C.S.E. required for September 1981. Scale 2 allowance for suitable applicant.
Curriculum vitae and names of referees to the Headmistress (foolscap s.a.e. please). (00975) 058-86

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dover Division
SOUTH BOROUGH GIRLS'
SCHOOL
Lodge Road, Maidstone, Kent ME16 8JJ
(11 - 18 Years)
Required September 1981, Teacher to be in charge of Needlework and Clothing in a lively Girls' School within the Thamesside scheme. Work to C.S.E. standard is undertaken at the moment.
Application forms from the Headmistress (S.A.E.) (01139) 059-86

NORTH YORKSHIRE
COUNTY COUNCIL
THORNTON-LE-DALE HIGH
SCHOOL
Pickering, Nr. Scarborough, North Yorkshire
(Mixed 11 - 18 Comprehensive)
Required for September an experienced teacher to be in charge of NEEDLEWORK (Scale 2) within the Home Economics Department. The subject is at present taken to 5th form level.
Willingness and ability to teach cookery is essential in the 1st Department.
The school is a large thriving community on one site with excellent facilities.
Apply in good time by letter to the Headmaster (Mr. Peter Sharp) stating full names and addresses of two referees (60248) 059-86

Scale 1 Posts

HAMPSHIRE
GALTHORPE PARK SCHOOL
Hitches Lane, Fleet
Comprehensive (Mixed 11 - 18)
N.O.R. 1300
Required for September, 1981 Scale 1 post - Home Economics - Cleaning and Laundry. Further appearance of this advertisement.
Closing date for application nominating two professional referees to Head (60343) with s.a.e. for details. 059-86

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Dover Division
SANDWICH SECONDARY SCHOOL
Manwood Road, Sandwich
(Mixed 1091 11 - 18 years)
Required 1st June, 1981 a teacher of Home Economics to teach throughout the age and ability range. The teacher will also be expected to take charge of a Fifth Year Child Care Course. The post is temporary in the first instance, but with a possibility of permanency.
Applications etc. to the Headmaster. (00190) 059-86

KIRKLEES
METROPOLITAN COUNCIL
LIVERSEDGE SECONDARY
SCHOOL
Robertown Lane, Liversedge, West Yorkshire WF15 6NB
(RISE - 4906)
Required for June 1981, or as soon as possible, thereafter, a temporary teacher of HOME ECONOMICS SCALE 1. Home Economics plays an important part in the curriculum of this Secondary modern school and is taught to 16+level. Final year students will visit the school.
(RISE - 3894)
Required for September 1981, teacher SCALE 1, to take responsibility for NEEDLEWORK and TEXTILES up to C.S.E. with some Domestic Science in the well established Home Economics Department.
Applications stating existing curriculum vitae and the names and addresses of two referees to the Headmaster within 14 days of the appearance of this notice. (00664) 059-86

LINCOLNSHIRE
DE ASTON SCHOOL
Marks' Rasen
Required for 27th April 1981 or as soon as possible thereafter, a TEACHER OF HOME ECONOMICS AND NEEDLEWORK in this 11 - 18 Comprehensive School (roll 1000) including 120 Vth form. Share of Scale 2 allowance would be available but ability to teach Needlework up to CSE level essential.
Application forms by letter to Headmaster, A.L. Morgan. Enquiries welcomed. (01675) 059-86

NEWHAM
LONDON BOROUGH OF
CUMBERLAND SCHOOL
Prince Regent Lane, Newham, London E13 Head Teacher: J.A. McDONALD, M.A.
Numbers on roll 1450
Teacher of Needlework SCALE 1 (temporary) required April 1981
This is a temporary appointment to cover the work of a teacher who is on Maternity Leave. London Allowance and Social Priority Allowance.
Application forms available from the Head Teacher (s.a.e. please) to whom completed forms should be returned by 14th April, 1981.
Chief Education Officer, Education Offices, Broadway, Stratford, London E15 4BW. (01123) 059-86

NORTHANTS
KETTERING MONTAGU
Weekley Glebe Road, Kettering, Northants, NN16 9NS.
Teacher of Home Economics, Scale 1. Applications are invited from suitably qualified teachers for the above post to commence duty in September 1981.
Montagu School is a developing 11 - 18 year five form entry school which opened in September 1979 and will have approximately 640 pupils on roll in September 1981.
Application forms (foolscap s.a.e.) please obtainable from The Headmaster to whom they should be returned by 16th April, 1981. (00511) 059-86

HEREFORD & WORCESTER
COUNTY COUNCIL
AYLESTONE SCHOOL
Broadlands House, Broadlands Lane, Hereford, HR1 1HY
Aylestone School was formed in 1978 by the amalgamation of the two former grammar schools and has retained their excellent academic reputation.
Scale 1 Assistant required for September (part time from Easter) to share the teaching of Needlework throughout the school.
Application forms and further details can be obtained from the Head Assistant of a foolscap s.a.e. (00884) 059-86

ESSEX
ASHTON SCHOOL
(Roll 1050)
Ashton Drive, Romford
Tel: 01-594 2918
Head of Home Economics
SCALE 1
Required September, to join established department. 'O' and 'A' level courses. Interest in Child Care welcomed.
CLACTON COUNTY HIGH
SCHOOL
(Roll 1450)
Valley Road, Clacton on Sea
Tel: Clacton 24866
HOME ECONOMICS SCALE 1
September, teacher to offer HOME ECONOMICS (main) (limitable) together with strength in another subject.
LOUGHTON COUNTY HIGH
SCHOOL FOR GIRLS
(Roll 676)
Alderton Hill, Loughton
Tel: 508 1178

SOUTH GLAMORGAN COUNTY COUNCIL
Secondary As at September, 1981:
Cathays High School, Cardiff (11-16 Comprehensive) 4 Form Entry
HEAD OF PHYSICS SCALE 3
Suitably qualified and experienced teacher to be responsible for the organisation of the subject throughout the school up to and including 'A' level. A Head of Science appointment will be made at a later date from within the school.
Newerdun High School, Cardiff (11-16 Comprehensive) 6 Form Entry
DEPUTY HEAD OF BUILDING; SENIOR TEACHER SCALE
Applications are sought from experienced qualified teachers for this key post. The successful candidate will also serve as a Year-Group Tutor. A willingness to accept responsibility in the field of pastoral care or educational guidance, the ability to teach English or Remedial or Art or Welsh might be an advantage but is not essential. Further particulars available.
Bishop of Llandaff C/W High School, Cardiff (11-18 Comprehensive)
6 Form Entry
DESIGN, CRAFT & TECHNOLOGY: SCALE 2
A well-qualified teacher to join a developing and enthusiastic department to teach design, craft and technology, metalwork and engineering drawing throughout the school. An interest in Car Mechanics an advantage.
Archbishop Mostyn R.C. High School, Cardiff (11-18 Comprehensive)
7 Form Entry
(Preference given to practising members of the Roman Catholic Church.)
HEAD OF MUSIC: SCALE 3
Qualified teacher to be responsible for the teaching and organisation of Music throughout the school up to and including 'A' level. An interest in orchestral and instrumental work is essential as a strong department has been built.
Lady Mary R.C. High School, Cardiff (11-18 Comprehensive)
6 Form Entry
HEAD OF PHYSICS: SCALE 3
Physics Graduate is required to organise the Department and teach to all levels of ability including C.S.E. 'O' and 'A' level. Successful experience at 'A' level is essential.
PHYSICS: SCALE 1
Physics teacher is required to teach mainly integrated science in the Lower School with the opportunity of pursuing the specialised subject of Physics up to examination level.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned to whom completed forms should be returned within 10 days of the appearance of this advertisement.
F. J. ADAMS, DIRECTOR OF EDUCATION (OFFICES), KINGSWAY, CARDIFF. 78SON

SECONDARY
continued

Economics

Other Posts on Scale 2 and above

OXON
OXFORDSHIRE COUNTY
COUNCIL
MATTHEW ARNOLD SCHOOL
Arnolds Way, Oxford. OX2 8JD.
Group 11: Roll 1070 Mixed.
Required for SEPTEMBER 1981, a suitably qualified and experienced TEACHER OF NEEDLEWORK and TEXTILES (Scale 1) to develop throughout the school and to develop these subjects in the wider context. Needlework is taught to C.S.E. and 'O' level with the opportunity to continue to 'A' level. Textiles is taught to C.S.E. level. Studies lavishly equipped new buildings. Design technology will be introduced in the lower school.
Application forms and further particulars available on receipt of s.a.e. (foolscap). (00511) 059-86

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BIG WOOD COMPREHENSIVE
SCHOOL
Newcastle Road, Top Valley Estate, Nottingham. NG5 9EJ
Headmaster : A.J. Clarke, B.A.
Mixed : 1150 (11 - 18)
Applications are invited from suitably qualified teachers for the following post: for September, teacher (Scale 1) of Home Economics. An interest in Needlework would be an advantage. The ability to teach Geography or Social Studies would be an advantage.
Further details and application forms from the Headteacher. (00586) 059-86

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFIELD COMPREHENSIVE
SCHOOL
Sutton Road, Kirkby in Ashfield, Nottingham, NG17 8AH
Applications are invited from suitably qualified teachers for the following post in September, teacher (Scale 1) of Home Economics to join lively and flourishing department which offers courses to 'O' level. An interest in Child Development would be an advantage. Ability to teach Domestic Science and Needlework essential.
Further details (s.a.e.) from the Headteacher. Closing date : 1st May. (00979)
Applications (on forms) to the Headmaster, with names of two referees, as soon as possible. (00979) 060-86

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SUTTON CENTRAL SCHOOL
High Pavement, Sutton in Ashfield, Notts. NG17 1EB
Headmaster : T. King, B.A., M.Ed.
Mixed : 1390 (11 - 18)
Applications are invited from suitably qualified teachers for the following posts:- for September, teacher (Scale 1) in Home Management with ability to teach Cookery and Child Care, but having particular interest in Needlework and Fabric Crafts.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (00971) 060-86

NORTHANTS
TOWCESTER SPONNE SCHOOL
Hackley Road, Towcester, Northants, NN12 7DH
Required for September 1981, a suitably qualified and experienced TEACHER (Scale 1) to co-ordinate Needlework throughout the school and to develop the subject in the wider context. Needlework is taught to C.S.E. and 'O' level with the opportunity to continue to 'A' level. Textiles is taught to C.S.E. level. Studies lavishly equipped new buildings. Design technology will be introduced in the lower school.
Application forms and further particulars available on receipt of s.a.e. (foolscap).
Closing date: 17th April, 1981. (00511) 059-86

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BIG WOOD COMPREHENSIVE
SCHOOL
Newcastle Road, Top Valley Estate, Nottingham. NG5 9EJ
Headmaster : A.J. Clarke, B.A.
Mixed : 1150 (11 - 18)
Applications are invited from suitably qualified teachers for the following post: for September, teacher (Scale 1) of Home Economics. Ability to teach Geography or Social Studies would be an advantage.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (00971) 060-86

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
THE SHIRE OAK SCHOOL
Lichfield Road, Walsall Wood, Walsall
(11 - 19 Comprehensive: 1117 on roll: 90 in Sixth Form)
Required for September, 1981: GRADUATE to TEACH ECONOMICS up to A-Level with specialised aspects of 'A' level courses and to share in 'O' level Social Economics. (A.E.B. B.I.E. Option). Ability to teach Commerce up to Lower School pupils will be an advantage. Scale 1/2 according to experience. Scale 1 post for one year to cover secondment. Closing date 14th April, 1981.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing a s.a.e.
This Authority is an equal opportunity employer. (00401) 060-86

Scale 1 Posts

BEXLEY
LONDON BOROUGH OF
BEXLEY TECHNICAL HIGH
SCHOOL FOR BOYS
Hartford Road, Bexley, Kent, DA5 1HE
Erexford 66538
Required from September 1981, a graduate to teach Economics, Scale 1, as their main subject and also to assist with the teaching of English.
Economics is established in the 4 form entry and is expected to be very successful 'A' level course in the sixth form starting from the new academic year. Economics will be introduced as one of the options in the 4th and 5th years. The person appointed will have the opportunity to contribute to the introduction and development of these courses.
Applications should be made to the Headmaster stating age, full qualifications and experience with full details of courses read.
S.A.E. 24p. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (00184) 060-86

Further details and application forms (foolscap s.a.e.) obtainable from and returnable to the Headmaster. (SAE please). (00846) 061-86

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN
DIVISION
HOLMER GREEN COUNTY
SECONDARY SCHOOL
Parish Path, Holmer Green
HP15 6SP
Head : H.J. Thomas, BA
Tel : High Wycombe 715819
Required for September 1981 an additional teacher with relevant experience to lead a strong department with excellent results at both 'O' and 'A' level in Economics. Expertise in Drama or library would be an advantage.
Application form and further details available from the Headteacher (s.a.e. please). (00861) 061-86

ISLE OF WIGHT
COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight. PO30 2EA
Age range 13 - 18 years 1188 on roll
A well-qualified teacher of Economics (Scale 1) is required for September for this 13 - 18 High School to teach Economics to 'O' level and Commerce to CCE 'O' level and CSE level.
Application forms and details of the post may be obtained from the Headmaster to whom completed forms should be returned by 20th April 1981. (00369) 060-86

DERBYSHIRE
EDUCATION COMMITTEE
THE HATTON SCHOOL
Station Road, Hatton, Derbys
Required for September 1981, Head of English Department (Scale 4) in this small 11 - 18 rural comprehensive of just under 700 pupils.
This is a major post in the school and requires an enthusiastic, capable teacher with good experience able to lead by example and sound organisation. Courses are established at C.S.E. 'O' and 'A' level (50 pupils taking 'A' level English currently).
The successful applicant will be expected to play an active part in various aspects of the life of this small but ambitious school.
Application by detailed letter, accompanied by curriculum vitae, to include names of two referees, to the Headmaster. Further details will be sent on receipt of a S.A.E. (00069) 061-86

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
THE BRIERLEY OAK SCHOOL
Lichfield Road, Walsall Wood, Walsall
(11 - 19 Comprehensive: 1117 on roll: 90 in Sixth Form)
Required for September, 1981: GRADUATE to TEACH ECONOMICS (A.E.B. B.I.E. Option). Ability to teach Commerce up to Lower School pupils will be an advantage. Scale 1/2 according to experience. Scale 1 post for one year to cover secondment. Closing date 14th April, 1981.
Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing a s.a.e.
This Authority is an equal opportunity employer. (00401) 060-86

English

Heads of Department

BEDFORDSHIRE
SOUTH EASTERN AREA
HOUGHTON REGIS UPPER
SCHOOL & COMMUNITY
COLLEGE
Parkside Drive, Houghton Regis, Beds.
Headmaster : Mr. A.C. Elder, M.A.
Required for September 1981, Head of English Scale 4, an outstanding opportunity for a strong English Department in this new 11 - 18 mixed comprehensive Upper School. Good lesson ratios with 'O' level courses and C.S.E. (Mode 3) 'O' level results. 'A' Level Tests, C.S.E. and 'A' level courses are well established.
Further details and application forms (foolscap s.a.e.) obtainable from and returnable to the Headmaster at the school (Maidsdon Avenue, Ashford, Kent) from whom further details may be obtained on receipt of s.a.e. (00192) 061-86

HARINGEY
LONDON BOROUGH OF
HIGHGROVE SCHOOL
High Road, Tottenham, N17 6QP.
Tel: 01-808 7373
Required from April 1981: Teacher of Social Studies and English.
For further information see under Social Studies, Scale 1 post. (00160) 060-86

DUDLEY
METROPOLITAN BOROUGH
OF
THE DORMSTON SCHOOL
Mitchens, Sedgley, West Midlands. DY3 1SN
(12 - 16 co-educational comprehensive: roll 534)
For September, HEAD OF ENGLISH DEPARTMENT (Scale 3) to lead a well qualified, experienced and energetic teacher to lead this small Department.
Application forms /details (s.a.e.f.o.) from Headmaster. Return by 1st May. (00933) 061-52

HAMPSHIRE
SOUTH EAST AREA
BROOMFIELD SCHOOL
Middle Park Way, Lakeh Park, Havant PO9 4DA.
(11 - 16 mixed comprehensive - 980 on roll)
Required for September, Head of Language Studies across the curriculum - Scale 1 plus S.P.A.
Apply to Headteacher enclosing s.a.e. for details and application form.
Closing date for the receipt of completed applications: 22nd April. (00541) 061-52

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
NORTHFIELD MANOR SCHOOL
Northfield Road, Ashford, Kent
Roll : 700
Required for September, 1981: HEAD OF ENGLISH (Scale 3). This is a 13 - 18 mixed comprehensive in the Lower School and 11 - 18 in the established C.C.E. 'O' Level Courses in the Upper School. The School has a developing 6th Year.
Apply by letter giving full details and names and addresses of two referees to the Headmaster at the School (Maidsdon Avenue, Ashford, Kent) from whom further details may be obtained on receipt of s.a.e. (00192) 061-52

HARINGEY
LONDON BOROUGH OF
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N.8.
1300 pupils, 250 in the Sixth Form: Required for September 1981:
HEAD OF DEPARTMENT OF ENGLISH, SCALE 4. Candidates should have a good honours degree in English, relevant experience both of teaching and organisation of a Department, a strong interest in drama and experience of school productions.
London Allowance (£759) payable.
Removal Expenses. 100% allowance in approved cases.
Forms of application (s.a.e.) available from the Headmistress to be returned to the Head of the School as soon as possible. Chief Education Officer, Education Offices, 48 Station Road, North Wood Green, N.22 4TY. (00187) 061-52

HOUNSLOW
LONDON BOROUGH OF
BRENTFORD COMMITTEE
Education Department, The Civic Centre, Langdon Park, Hounslow, CHISWICK SCHOOL
Burlington Lane, Chiswick, W4 3UN
Headmaster: Mr R S Hurrell, B.Sc.
(Co-educational (1) 15+ age range. Comprehensive School. Group 13)
10 PE. SEPTEMBER 1981
HEAD OF ENGLISH DEPARTMENT (Scale 3)
Applications are invited for this post of major importance, which has become vacant due to retirement. There is a strong tradition of excellent achievement, drama festivals, public performances and reading competitions.
The school's libraries are available and these are separately staffed. A school bookshop was opened recently. Additional technical staff have been made available as part of a rebuilding scheme. Upper Schools and drama studios have improved stock from library facilities.
The successful candidate will be required to back a strong and enthusiastic team.
Salary commences £4898, possible.
CLOSING DATE: 10 APRIL, 1981
Letters of application in the first instance to the Headmaster, giving details of qualifications and experience and addresses of two referees (stamped addressed envelope). please). (00895) 061-52

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
NORTHFIELD MANOR SCHOOL
Northfield Road, Ashford, Kent
Roll : 700
Required for September, 1981: Head of English Department, Scale 4, in this boys' Thames-side High School.
The Lower School is fully comprehensive and 'O' level and 'A' level courses are offered in Years 4 and 5. This is an outstanding post in a strong team in a well equipped and organised department.
Application forms and further information available from the Head at the school.
Closing date : 24th April, 1981. (01150) 061-52

COMMERCIAL SUBJECTS

There are vacancies for teachers of Commercial Subjects (Shorthand, Typing, Office Skills, Commerce) in Upper Schools (mixed 13 to 18 years) in the Western Area of the county. The area includes the towns of Bury St. Edmunds, Stowmarket, Sudbury, Haverhill and Newmarket. Applications from newly qualified teachers would be welcomed.

Application forms may be obtained from the Area Education Officer, Western Area Education Office, Shire Hall, Bury St. Edmunds, Suffolk.

TES067

Suffolk County Council

City of Manchester

EDUCATION COMMITTEE

SCALE 4

POUNDSWICK HIGH SCHOOL
Shawcross Drive, Poundswick, Manchester M22 7RH.

Co-educational Comprehensive School (11-18 128 on roll. 100 at Sixth Form.

The following vacancy arises as a result of the promotion of the holder to a Deputy Headship.

HEAD OF PHYSICS

This is a highly successful department with a record of excellent results at Ordinary and Advanced level. A well qualified graduate with highly successful experience is required for this key post.

Closing date: 10th April 1981.

SCALE 3

BROOKWAY HIGH SCHOOL
Moor Road, Wythenshawe, Manchester M23 9BR.

A six form entry – 11-18 (mixed). Comprehensive High School Group 10.

HEAD OF BIOLOGY

Applications are invited from experienced and well qualified teachers for this challenging post.

The school is seeking to appoint a person committed to developing all aspects of and teaching Biology to 'A' level, 'O' level, CSE and non-examination. The school is set in 28 acres of fields and gardens, with easy access to local ponds, streams and Wythenshawe Park.

Closing date: 30th April 1981.

SCALE 2

POUNDSWICK HIGH SCHOOL
Shawcross, Wythenshawe, Manchester M22 7RH.

Co-educational Comprehensive School (11-18) 1128 on roll. 100+ in Sixth Form.

1. MATHEMATICS
A well qualified and experienced graduate is required for this large department, which is staffed entirely by mathematics specialists.

2. TECHNICAL SUBJECTS – required for this flourishing department, an experienced teacher able to offer a combination of Graphics, Craft, Design and Technology and Engineering Drawing.

Closing date: 10th April 1981.

SCALE 1

NORTH MANCHESTER HIGH SCHOOL FOR BOYS
Cheltenham Road, Manchester M13 9XR

Telephone: 061-881 1592
(1,180 boys aged 11-16)

A teacher of MATHEMATICS to join a large successful department. Work will be available throughout the school and the post will be ideal for a newly qualified teacher.

Closing date: 17th April 1981.

LORETO YTH FORM COLLEGE
Clickerton Hill, Manchester, M13 9PB.

1. Graduate to assist in the teaching of CHEMISTRY to 'O' and 'A' level.

2. Graduate to assist in the teaching of PHYSICS to 'O' and 'A' level.

3. Graduate to assist in the teaching of ECONOMICS STUDIES and MATHEMATICS to 'O' and 'A' level.

4. Graduate to assist in the teaching of ECONOMICS and GEOGRAPHY to 'O' and 'A' level.

5. Graduate to assist in the teaching of SOCIOLOGY and another subject to 'O' and 'A' level.

Applications with curriculum vitae and the names of two referees to the Principal as soon as possible.

TES076

Unless otherwise stated all posts are available from September 1981. Application forms are available from the head of the school to whom they should be returned as soon as possible unless a date is specified. Assistance with removal expenses given in approved cases for permanent full-time appointment.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (s.a.e., foolscap) from the Heads at the Schools.

Please quote reference 3/4 on correspondence.

FURTHER EDUCATION

Somerset College of Agriculture and Horticulture (Cannington College)

EXTRA-MURAL ORGANISER
The present Organiser in Extra-Mural Work in Agriculture in Somerset and South Avon retires on 31 August, 1981, and appl

ilea

SECONDARY SCHOOLS

All secondary schools in the ILEA area are reorganized along comprehensive lines. ILEA is an equal opportunities employer.

DEPUTY HEADSHIPS

BACON'S C.E. (SM)
Dels ford Road, London SE16
Roll: 1,000
A second Deputy Head teacher (Group 1Q). A person with particular interest in the direction of pupils' studies is sought, and who is able to support fully the aims and objectives of this Aided school.

DICK SHEPPARD (SM)
Tulse Hill,
London SW2 2QA
Tel: 01-674 9421
Roll: 1200
Headteacher: Mrs. M. B. Broadley.
Required from 1st September, 1981 due to retirement. A Second Deputy Head (Burnham Group 12). Applications are invited from academically well qualified candidates to share in the management of this multi-racial school.
The duties of the Second Deputy will be subject to discussion but will include timetabling and the co-ordination of the academic programme. Qualities of leadership, experience in organising and supporting a large Staff together with sympathetic concern for the individual are sought in the successful candidate.

ELTHAM GREEN (SM)
Queenscroft Road,
London SE9
Tel: 01-859 0133
Roll: 1750
Headteacher: Mr. M. H. Clarke
Required from September 1981, Deputy Head (Group 12). Proven organising and administrative ability is required. The responsibilities of the post would depend upon the strengths of the successful candidate, although pastoral and disciplinary oversight would be included and some experience of curriculum is necessary. The designation of deputy or second deputy would be decided by the governors at the appointments meeting.

FURZEDOWN (SM)
Welham Road
London SW17 9BU
Tel: 01-767 4531
Roll: 1400
Headmaster: J. A. Phillips, B.A. (Oxon)
Required from September 1981, a Deputy Headteacher for this Group 12 school. The post involves responsibilities traditionally associated with the academic deputy; conduction of the timetable, an oversight of curriculum development, responsibility for student-teachers etc., as well as being Head of Upper School. The Governors will decide at the time of the interview whether the successful applicant for this post shall be designated 1st or 2nd Deputy.

Second Master/Mistress

BISHOP THOMAS GRANT (RC) (SM)
Bellenden Grove,
Peckham, SE15 2HY
Tel: 01-709 3294
Roll: 1400
Headmaster: B. A. Stalnine, M.A.
Required from September 1981. Second Master/Mistress. Applications for this senior management post are invited from practising Catholic teachers. Duties will depend upon the experience and interests of the successful candidate.

Senior Teacher

MAYFIELD (G.I.)
91 West Hill, Putney
London SW15 2UH
Tel: 01-870 6011
Roll: 1564
Headmistress: Mrs. M. B. Broadley.
Required from September 1981: Director of Sixth and Seventh Year Studies (Senior Teacher). A second Deputy Head (Burnham Group 12). Applications are invited from academically well qualified candidates to share in the management of this multi-racial school.
The duties of the Second Deputy will be subject to discussion but will include timetabling and the co-ordination of the academic programme. Qualities of leadership, experience in organising and supporting a large Staff together with sympathetic concern for the individual are sought in the successful candidate.

ELTHAM GREEN (SM)
Queenscroft Road,
London SE9
Tel: 01-859 0133
Roll: 1750
Headmaster: Mr. M. H. Clarke
Required from September 1981, Deputy Head (Group 12). Proven organising and administrative ability is required. The responsibilities of the post would depend upon the strengths of the successful candidate, although pastoral and disciplinary oversight would be included and some experience of curriculum is necessary. The designation of deputy or second deputy would be decided by the governors at the appointments meeting.

FURZEDOWN (SM)
Welham Road
London SW17 9BU
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Roll: 1400
Headmaster: J. A. Phillips, B.A. (Oxon)
Required from September 1981, a Deputy Headteacher for this Group 12 school. The post involves responsibilities traditionally associated with the academic deputy; conduction of the timetable, an oversight of curriculum development, responsibility for student-teachers etc., as well as being Head of Upper School. The Governors will decide at the time of the interview whether the successful applicant for this post shall be designated 1st or 2nd Deputy.

ART

Head of Department

ST URSULA'S CONVENT RC (SCh)
(Voluntary Aided)
Crooms Hill, Greenwich,
London SE10 8HN
Tel: 01-858 4613
Roll: 600 (Increasing to 700)
Headmistress: Sr. Elizabeth Campbell
Required from September. Head of Art Scale 2.

Post of Responsibility

ST MARK'S C.E. (SM)
Bishop's Avenue, Fulham
London SW6 6ED
Tel: 01-736 2311
Roll: 850 (11-16 mixed)
Headmaster: L.W.C. Truman
Required from September 1981. An enthusiastic Art teacher required, from September 1981, for one year to teach the subject throughout the 11-16 age range. A Scale 2 post is available for a suitable candidate.

CAREERS

Head of Department

BATTERSEA COUNTY (SM)
Calvert Road,
London SW11 5AP
Tel: 01-622 0018
Roll: 1070
Required from September 1981, Head of Department, Scale 3: Applications are invited for this important post in the school. Careers Education has been specially developed by the present holder, and we are looking for a applicant to continue this development particularly to the Upper School.

ECONOMICS

WESTMINSTER CITY (CoE SB)
55 Palace Street
London SW1E 5HJ
Tel: 01-834 7471
Roll: 735
Headteacher: Mr. J. H. White
Required from September. Economics teacher (Scale 1 or 2 according to experience) for A level courses, to which also related subjects. Help with games welcomed.

ENGLISH

Head of Department

ST SAVIOUR'S & ST OLAVE'S (SO)
New Kent Road, SE1 4AN
Voluntary Aided Church of England
Tel: 01-407 1843
Roll: 500
Headmistress: Miss A. C. Davies
Required from 1st September, 1981. Well qualified and experienced teacher as Acting Head of English, Scale 3. Temporary post initially to cover confinement leave.
Further details from the Headmistress to whom letters of application should be sent as soon as possible with a curriculum vitae, names of two referees and copy of a recent testimonial.

Post of Responsibility

FOREST HILL (SB)
Dacres Road,
Forest Hill SE23
Roll: 1350
Required for September, Scale 3. Second to charge English Dept. The department is an energetic department which comprises Film Studies, Drama, Music and English Literature at 'O' and 'A' levels. Willingness to accept and actively in the pastoral side of the school's life essential.

Scale 1 Post

CROWN WOODS (SM)
Riefield Road
Eltham SE9 2QN
Tel: 01-850 7678
Roll: 2250
Headmaster
Required from September. Scale 1 teacher of Mathematics to join a large department involved in a wide range of courses in Mathematics, Statistics and Computing. Applicants will be invited to visit the department.

ELTHAM HILL (SG)
Eltham Hill, SE9
Tel: 01-859 2843
Roll: 1,000
Headmistress: Mrs B. M. Sullivan, BA
Required from September, 1981. Scale 1 Mathematics teacher to teach all abilities throughout the school to CSE/O standard. Please send large s.a.e. for prospectus and form.

FOREST HILL (SB)
Dacres Road
Forest Hill, SE23
Roll: 1350
Required for September. Scale 1 Mathematics. This is an opportunity for a young teacher to gain a wide range of teaching experience in an energetic and successful department.
SMILE is used in the first 3 years.

ST SAVIOUR'S & ST OLAVE'S (SO)
New Kent Road, SE1 4AN
Voluntary Aided Church of England
Tel: 01-407 1843
Roll: 500
Headmistress: Miss A. C. Davies
Required from 1st September, Teacher of Mathematics, Scale 1. Temporary post initially for one term, to cover confinement leave. Further details from the Headmistress, to whom letters of application should be sent as A.S.A.P., with curriculum vitae, names of two referees and copy of a recent testimonial.

WOOLWICH POLYTECHNIC (SD)
Sandy Hill Road,
Plumstead SE18 7BB
Tel: 01-854 1114
Roll: 900
Headmaster: Mr. V. B. Bowen-West
Required from September 1981. Head of Music Department (Scale 3). Interest in choral work would be helpful. This post might be appropriate for a teacher who is at present second-in-charge in a large department.

Part-time Post

BISHOP THOMAS GRANT RC (SM)
Bellenden Grove
Peckham, SE15 2HY
Tel: 01-709 3294
Roll: 1400
Headmaster: B. A. Stalnine, MA
Required from September 1981. Head of Mathematics Department, Scale 4. This is a large and successful department and courses lead to GCE 'O' and 'A' level; and CSE.

HABERDASHERS' ASKE'S HATCHAM (SG)
Jerdan Place, Lewisham
New Cross SE14
Tel: 01-732 0022
Roll: 612
Headmistress
Required September 1981: Head of Mathematics, Scale 4. There are currently 34 girls taking 'A' Level in the Lower Sixth of whom 9 are also taking Further Mathematics and there will be a similar number next year.

HAVERSTOCK SCHOOL (SM)
Chalk Farm Road
Chalk Farm NW1
Tel: 01-267 0975
Roll: 1200
Headmistress: Mrs. Valerie Jenkins
Required from September 1981. Graduate mathematician to be head of mathematics department, Scale 4. The department comprises ten full time staff and the successful candidate will need considerable organisational as well as knowledge of curricular innovation.

ST MICHAEL'S RC SM SCHOOL
John Felton Road
SE16 4UN
Roll: 630
Required from September 1981. Scale 2 to be in charge of Computer Studies and able to take the subject up to CSE and 'O' Level. To be able to help in Maths of Computing. (Scale 3) to be responsible for the full range of courses to University entrance. Contact the School Secretary.

Posts of Responsibility

BACON'S CE (SM) SCHOOL
Delaford Road, SE16
Tel: 01-237 2343
Roll: 930
Headmaster: Mr. W. D. Ina
Required from September 4 teacher Scale 2 to the Mathematics Department to take charge of Computer Studies. This is a new post. The person appointed will be expected to teach Computer Studies infinitely for about one third of the week. This is likely to increase. The school will be equipped with two mainline visual systems providing a workshop with 16 keyboards. There is a further 1002 computer, and a terminal linked to the ILEA Timesharing Service. Please apply in writing to the Headmaster at the school quoting stands and addresses of two referees.

CATFORD (SB)
Stanton Road
Catford, SE6 1AB
Tel: 01-698 7394
Roll: 1130
Headmaster: Mr. T. J. Boles, BA
Required from September 1981 teacher of Mathematics (Scale 2) able to teach across the age and ability range and take on organisational responsibilities.

GN LINDWORTH (SG)
York Grove, Queen's Road, Peckham
London SE15 2NP
Tel: 01-639 7711
Roll: 630
Headmistress
Required as soon as possible, a teacher responsible for Computer Science to teach this subject mainly in the Upper School to CSE, 'O' and 'A' level. The school has both a terminal and microprocessor, and is the centre for 'A' level computer science in a sixth form consortium. A Scale 2 or 3 post is available for suitable candidate (plus SPA). This post is a temporary one until the school's re-organisation as a mixed comprehensive with Samuel Pepys School in September 1982.

ST PAUL'S RC (SM)
Wickham Lane,
Bx2 0JX
Tel: 01-311 3868
Roll: 545
Headmaster: Mr A. E. Scanlan
Required for September Mathematics specialist (Scale 2) capable of teaching the full range of Mathematics to 'A' level. Experience in computing an advantage. The school has a 380Z computer and terminal facilities.

ELTHAM HILL (SG)
Eltham Hill, SE9
Tel: 01-859 2843
Roll: 1,000
Headmistress: Mrs. B. M. Sullivan, BA
Required from September, 1981. Scale 2 Mathematics teacher to take charge of Computer Studies which is taught in 4th/5th year to CSE and O Level. The school has its own Micro-Computer and wishes to consider introducing some form of Computer Studies in the Sixth form. Please send large s.a.e. for prospectus, form and job description.

Scale 1 Posts

CROWN WOODS SCHOOL (SM)
Riefield Road, Eltham
London SE9 2QN
Tel: 01-850 7678
Roll: 2250
Headmaster
Required from September. Scale 1 teacher of Mathematics to join a large department involved in a wide range of courses in Mathematics, Statistics and Computing. Applicants will be invited to visit the department.

ELTHAM HILL (SG)
Eltham Hill, SE9
Tel: 01-859 2843
Roll: 1,000
Headmistress: Mrs B. M. Sullivan, BA
Required from September, 1981. Scale 1 Mathematics teacher to teach all abilities throughout the school to CSE/O standard. Please send large s.a.e. for prospectus and form.

FOREST HILL (SB)
Dacres Road
Forest Hill, SE23
Roll: 1350
Required for September. Scale 1 Mathematics. This is an opportunity for a young teacher to gain a wide range of teaching experience in an energetic and successful department.
SMILE is used in the first 3 years.

ST SAVIOUR'S & ST OLAVE'S (SO)
New Kent Road, SE1 4AN
Voluntary Aided Church of England
Tel: 01-407 1843
Roll: 500
Headmistress: Miss A. C. Davies
Required from 1st September, Teacher of Mathematics, Scale 1. Temporary post initially for one term, to cover confinement leave. Further details from the Headmistress, to whom letters of application should be sent A.S.A.P., with curriculum vitae, names of two referees and copy of a recent testimonial.

WOOLWICH POLYTECHNIC (SD)
Sandy Hill Road,
Plumstead SE18 7BB
Tel: 01-854 1114
Roll: 900
Headmaster: Mr. V. B. Bowen-West
Required as soon as possible, a teacher (Scale 1) to join a keen and enthusiastic Mathematics Department. 'A' level teaching is available for a suitably qualified candidate.

MODERN LANGUAGES

Heads of Department

HOLLAND PARK (SM)
Airlie Gardens,
Campden Hill Road
W8 7AH
Tel: 01-727 5631
Roll: 1900 (Sixth form) (80 (SPA)
Headmaster: Dr. F. D. Rakbvorth MA (Oxon)
Required from September 1981 Head of Modern Languages Scale 4. Experienced and well qualified graduate to take full responsibility for Modern Language and to lead a team of right. French, German and Spanish taught to A-level.

TULSE HILL (SB)
Upper Tulse Hill
London SW2 2RH
Tel: 01-674 4661
Roll: 1100
Acting Headmaster
Head of Modern Languages (Scale 4) required in September, 1981 to organise the teaching of languages throughout the school. French and Spanish are currently taught.

Scale 1 Post

ST THOMAS MORE RC (SM)
Fordeyron Road, Elthorne
London SE9
Tel: 01-850 6700
Roll: 550
Required from September 1981. Teacher for French (Spanish also is a great advantage). Scale 1 or II according to experience, to teach through the ability and age range.
Application in the first instance by letter to the Headmaster at the school.

PHYSICAL EDUCATION

Heads of Department

ST MARK'S CE (SM)
Bishop's Avenue, Fulham
London SW6 6ED
Tel: 01-736 2311
Roll: 850 (11-16 mixed)
Headmaster: L. W. C. Truman
Required September 1981. Head of Physical Education Department. Scale 3 to take the overall responsibility for the organisation of boys and girls games. Particular consideration will be given to maintaining the present high standards of rugby football.

THE ALYWIN SCHOOL (SG)
Southwark Park Road
SE16 3TZ
Tel: 01-237 9316
Roll: 960
Headmistress: Mrs. M. J. Barber
Required from September 1981. Head of Physical Education (Scale 3). Well qualified and experienced teacher sought, to develop the work of the Department. Excellent specialist accommodation; all sports facilities (except swimming) on site.

Scale 1 Post

CENTRAL FOUNDATION (SG)
31-33 Bow Road
London E3
Tel: 01-981 1131
Roll: 900
Headmistress: Mrs. Elizabeth Smith, MA
Required for the summer term 1981, temporary Scale 1 PE teacher to teach PE throughout the school (A/T).

RELIGIOUS EDUCATION

Heads of Department

KIDBROOKE (SM)
Corelli Road
London SE3 8PH
Tel: 01-856 2211
Roll: 1,651
Headmistress: Miss Shepherdson
Required from September 1981, an experienced and well qualified teacher as Head of Religious Studies. This post is made vacant by the retirement, partly due to the secondment to advisory staff of present Head.
Last September saw a mixed intake with the admission of boys in the first year. The subject is well-established and respected throughout the school and is taught in mixed ability classes in years 1-3.

WILLIAM PENN (SM)
Red Post Hill, Dulwich
London SE24 9JH
Roll: 1102
Headmaster: R. Richardson
MA BSc(Econ)
Required from 1st September 1981: Head of Religious Education & General Studies (Scale 3) to be responsible for the full range of courses. The ability to teach History and/or Social Studies will be an advantage. Contact the School Secretary.

Part-time Post

FURZEDOWN (SM)
Welham Road
SW17 9BU
Tel: 01-767 4531
Roll: 1400
Headmaster: J. A. Phillips, BA(Oxon)
Required from September 1981, part-time (.5) teacher of R.E. and Social Education. Some 'A' level work available for suitable applicant.

REMEDIAL WORK

Post of Responsibility

ERNEST BEVIN (SB)
Shelthorpe Road
SW17 7DF.
Tel: 01-672 8582
Roll: 1550
Headmaster: David Potter, BSc, FRSA
Required from September 1981. Deputy Head of the Remedial Department (Scale 3) which has a fine record of success. Also required teaching teachers offer support to small withdrawal groups. Contact Mr. Wood, First Deputy Head.

DIVISIONAL MUSIC CO-ORDINATOR

Senior Teacher Level

RE-ADVERTISEMENT

Applications are invited from suitably qualified and experienced teachers to fill a vacancy, from 1.9.81 (or earlier) following retirement, in the team of 10 Divisional Music Co-ordinators.
The post involves co-ordination of instrumental tuition in the division and offering support and advice relating these activities to the class music curriculum. Duties also include the direction of bands and support of musical activities by schools in Primary and Secondary Schools.
Applicants should have teaching experience in primary and secondary schools classwork and/or group instrumental teaching. Further details and application forms from EO/711 Room 70(III) County Hall, SE1 7PB or telephone 633 3017/6218.

SCIENCE

Head of Department

WALSINGHAM (SG)
Clapham Common, West Side
London SW4 9AW
Tel: 01-223 7373
Roll: 1,028
Headmistress: Mrs. Alexandra Wilson BSc
Required from September. Head of Science (Scale 3). Well equipped specialist laboratories and strong staff. Interested teaching and support and Sciences are popular across the age and ability range, and public examination results are excellent.

Posts of Responsibility

ELTHAM GREEN (SM)
Queenscroft Road SE9 3EQ
Tel: 01-859 0133
Roll: 1750
Headmaster
Physics Teacher Scale 2 required May or September to share responsibility for teaching of Physics with the Head of Science. There are fourteen Science Laboratories and six full-time technicians.

HAGGERSTON (SG)
Weymouth Terrace, E2 8LS
Tel: 01-739 7326
Roll: 930 (11-16 years)
Headmistress: Mrs. M. J. Metcalf
Required from September an experienced well-qualified teacher for Chemistry. Biology (Scale 2). Courses to CSE, 'O' and 'A' levels. Excellent laboratories and good technical assistance.

Scale 1 Posts

KIDBROOKE (SM)
Corelli Road
London SE3 8EP
Tel: 01-856 2211
Roll: 1,651
The school accepted its first mixed entry in September 1980 and will become fully co-educational in 1985.
Required from September: a teacher of chemistry and general science. Chemistry is taught to CSE, O and A level; mixed ability classes in science in the first year school. In the first instance, this appointment will be to cover a secondment for 1 year.

RAINE'S FOUNDATION (SM)
(Voluntary Aided, Church of England)
Arbour Square, London E1 0ET
Roll: 890
Headmaster
Appointed from September 1981, a teacher of Biology, Sixth form of 160; new Advanced Level teaching is available. The successful candidate would also teach junior science, and an ability to teach some Chemistry would be helpful. Applications by letter direct to the Headmaster, enclosing curriculum vitae and the names and addresses of two referees.

ST URSULA'S CONVENT RC (SC)
(Voluntary Aided)
Crooms Hill, Greenwich
London SE10 8HN
Tel: 01-858 4613
Roll: 550 (Increasing roll)
Headmistress: Sr. Elizabeth Campbell
Required from September. Teacher of Biology to 'A' Level.

TECHNICAL STUDIES

Heads of Department

CHRISTOPHER WREN (SB)
Bloomfontein Road
London W12 7DD
Tel: 01-749 1441
Roll: 1100
Headmaster: I. M. Weir, BSc.
Required from September 1981, Head of Design and Technology (Scale 4). At present a temporary post in view of impending amalgamation with neighbouring girls' school in January 1982. As an enthusiastic experienced teacher, to take responsibility for the teaching of all technical subjects in the school.

WESTMINSTER CITY (CoE SB)
55 Palace Street
London SW1E 5HJ
Tel: 01-834 7471
Roll: 735
Headmaster: Mr. J. H. White
Required: from September. Head of Design Technology (Scale 3). A Level courses in DT and Technical Drawing well established.

OTHER

Posts of Responsibility

WALWORTH (SM)
Shorncliffe Road
London SE1
Tel: 01-703 5431
Roll: 1262
Headmaster: N. C. Lee, BA.
Required from September 1981: Senior Sixth Form Tutor, (Scale 3) to take charge of Sixth Form (70-80 girls and boys, with a wide range of ability). Experienced in CSE, CEE, S&A, GCE 'O'and 'A' levels.

Part-time Posts

CROWN WOODS (SM)
Riefield Road
Eltham, SE9 2QN
Tel: 01-850 7678
Roll: 2250
Headmaster
Required from September (Part-time(.6) qualified teacher of French to join a progressive team of linguists.

PRIORY PARK (SC)
Priory Grange, Lansdowne Way
London SW8 2PH
Annexe, Bedford Road SW4
Tel: 01-622 3814
(Annexe): 01-622 1965
Roll: 610
Head: Mrs S. A. Keefe
Required immediately Part-time teacher of French (0.3 at Annexe to teach 1st and 2nd years. Monday all day, Tuesday morning, Wednesday morning and Friday afternoon.

MUSIC

Head of Department

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road,
Plumstead SE18 7BB
Tel: 01-854 1114
Roll: 900
Headmaster: Mr. V. B. Bowen-West
Required from September 1981. Head of Music Department (Scale 3). Interest in choral work would be helpful. This post might be appropriate for a teacher who is at present second-in-charge in a large department.

Part-time Post

BISHOP THOMAS GRANT RC (SM)
Bellenden Grove
Peckham, SE15 2HY
Tel: 01-709 3294
Roll: 1400
Headmaster: B. A. Stalnine, MA
Required from September 1981. Head of Mathematics Department, Scale 4. This is a large and successful department and courses lead to GCE 'O' and 'A' level; and CSE.

HABERDASHERS' ASKE'S HATCHAM (SG)
Jerdan Place, Lewisham
New Cross SE14
Tel: 01-732 0022
Roll: 612
Headmistress
Required September 1981: Head of Mathematics, Scale 4. There are currently 34 girls taking 'A' Level in the Lower Sixth of whom 9 are also taking Further Mathematics and there will be a similar number next year.

HAVERSTOCK SCHOOL (SM)
Chalk Farm Road
Chalk Farm NW1
Tel: 01-267 0975
Roll: 1200
Headmistress: Mrs. Valerie Jenkins
Required from September 1981. Graduate mathematician to be head of mathematics department, Scale 4. The department comprises ten full time staff and the successful candidate will need considerable organisational as well as knowledge of curricular innovation.

ST MICHAEL'S RC SM SCHOOL
John Felton Road
SE16 4UN
Roll: 630
Required from September 1981. Scale 2 to be in charge of Computer Studies and able to take the subject up to CSE and 'O' Level. To be able to help in Maths of Computing. (Scale 3) to be responsible for the full range of courses to University entrance. Contact the School Secretary.

Posts of Responsibility

BACON'S CE (SM) SCHOOL
Delaford Road, SE16
Tel: 01-237 2343
Roll: 930
Headmaster: Mr. W. D. Ina
Required from September 4 teacher Scale 2 to the Mathematics Department to take charge of Computer Studies. This is a new post. The person appointed will be expected to teach Computer Studies infinitely for about one third of the week. This is likely to increase. The school will be equipped with two mainline visual systems providing a workshop with 16 keyboards. There is a further 1002 computer, and a terminal linked to the ILEA Timesharing Service. Please apply in writing to the Headmaster at the school quoting stands and addresses of two referees.

CATFORD (SB)
Stanton Road
Catford, SE6 1AB
Tel: 01-698 7394
Roll: 1130
Headmaster: Mr. T. J. Boles, BA
Required from September 1981 teacher of Mathematics (Scale 2) able to teach across the age and ability range and take on organisational responsibilities.

GN LINDWORTH (SG)
York Grove, Queen's Road, Peckham
London SE15 2NP
Tel: 01-639 7711
Roll: 630
Headmistress
Required as soon as possible, a teacher

Part-time Posts

CROWN WOODS (SM)
Riefield Road
Eltham, SE9 2QN
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Roll: 2250
Headmaster
Required from September (Part-time(.6) qualified teacher of French to join a progressive team of linguists.

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London SW8 2PH
Annexe, Bedford Road SW4
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(Annexe): 01-622 1965
Roll: 610
Head: Mrs S. A. Keefe
Required immediately Part-time teacher of French (0.3 at Annexe to teach 1st and 2nd years. Monday all day, Tuesday morning, Wednesday morning and Friday afternoon.

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Stanton Road
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Roll: 1130
Headmaster: Mr. T. J. Boles, BA
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GN LINDWORTH (SG)
York Grove, Queen's Road, Peckham
London SE15 2NP
Tel: 01-639 7711
Roll: 630
Headmistress
Required as soon as possible, a teacher

ENGLISH SCALE 1
continued

SURREY

EDUCATION COMMITTEE
HEADLEY HEATH SCHOOL
Redhill,
Tel: 01-668 2211
HEAD OF ENGLISH (Scale 3)
Required September 1981. Well established Joint 'O' level C.S.E. course with large entry.
Apply to Head. Telephone Redhill 66691. (00682) 061-52

Other Posts on Scale 2 and above

ESSEX

COUNTY HIGH SCHOOL FOR GIRLS
(Roll 630) Broomfield Road,
Chelmsford CM1 1SL
Tel: Chelmsford 350 852
TEACHER OF ENGLISH SCALE 2
Required September: Graduate in English teaching to 'O' Cambridge: mixed ability school: 180 in Sixth interest in Sixth Form.
Application giving details of qualifications, experience and interests and the names and addresses of two referees should be sent to the Head Teacher. Closing date for applications will appear (stamped addressed envelope, please). (00683) 061-53

KIRKLEES

METROPOLITAN COUNCIL
CLAYTON VALLEY HIGH SCHOOL
Clifford Lane, Liversedge,
West Yorkshire WF15 8AA
(REF. 501s)
Required for September 1981, an enthusiastic and well organised TEACHER OF ENGLISH (Scale 2) who is part of the English Department of a large comprehensive school and is expected to teach a number of English classes.
Further details and application forms (s.a.e.) are available from whom completed forms must be returned. (00684) 061-55

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
CHRIST THE KING R.C. (AIDED) COMPREHENSIVE SCHOOL
Darlton Drive, Arnold,
Nottingham NG5 7JZ

Headmaster: J.F. Bateson, B.A.
Mixed: 780 (11 - 18)

Applications are invited from suitably qualified teachers for the following post, for September, expected teacher (Scale 2) of English to work closely in English and Drama and teach across the whole age range. This would include some sixth-form teaching. Candidates should be graduates with C.S.E. and 'O' and 'A' level English, interest in Drama and Drama Productions would be welcomed.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (00175) 061-53

SHROPSHIRE

EDUCATION COMMITTEE
ERCALL WOOD SCHOOL
Wenlock Road, Wellington,
Shropshire.
Required for September 1981, Scale 2 ENGLISH GRADUATES to fill a vacancy in the English Department as from September 1981 - 16 4 P.E. comprehensive school which opened in 1979 with 720 first year pupils.
Apply to the Headmaster for details and application form. (00695) 061-53

SUFFOLK

NACTON HEATH HIGH SCHOOL
11 - 16 Mixed, Roll 1565
Nacton (near) Ipswich.
Teacher of Drama /English Scale 2 required September 1981.
For further details see our advertisement under Secondary Schools - Drama Scale 2. (00693) 061-53

Scale 1 Posts

HERTFORDSHIRE

HABERDASHERS' ASKE'S SCHOOL FOR GIRLS, Elstree Pre-paire Honours Graduate to teach English.
See advertisement in Independent Sector. (014351) 061-90

DEVON

Please see block advertisement on page 41. (00698) 061-90

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN
BRENTFORD SCHOOL FOR GIRLS
Clifden Road, Brentford, Middlesex TW8 0PG.
Headmistress: Mrs M. Hardy, B.A.
Hons. (Oxf). Comprehensive 11-18 School with 137 in the Sixth Form. Required for SEPTEMBER 1981 - a teacher of ENGLISH Scale 3 to be Second in a large well-established and active English Department. Good academic qualifications, successful teaching experience and enthusiasm are essential.
The successful applicant will be expected to share in the teaching of English throughout the school up to and including 'A' & 'O' level. 'A' level and 'S' level.
Brentford School for Girls is a six-form entry comprehensive school situated in a pleasant quiet part of Brentford and within easy access of Central London. LONDON ALLOWANCE £498 payable.
Application giving details of qualifications, experience and interests and the names and addresses of two referees should be sent to the Head Teacher. Closing date for applications will appear (stamped addressed envelope, please). (00685) 061-53

KIRKLEES

METROPOLITAN COUNCIL
CLAYTON VALLEY HIGH SCHOOL
Clifford Lane, Liversedge,
West Yorkshire WF15 8AA
(REF. 501s)
Required for September 1981, an enthusiastic and well organised TEACHER OF ENGLISH (Scale 2) who is part of the English Department of a large comprehensive school and is expected to teach a number of English classes.
Further details and application forms (s.a.e.) are available from whom completed forms must be returned. (00684) 061-55

NOTTINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
CHRIST THE KING R.C. (AIDED) COMPREHENSIVE SCHOOL
Darlton Drive, Arnold,
Nottingham NG5 7JZ

Headmaster: J.F. Bateson, B.A.
Mixed: 780 (11 - 18)

Applications are invited from suitably qualified teachers for the following post, for September, expected teacher (Scale 2) of English to work closely in English and Drama and teach across the whole age range. This would include some sixth-form teaching. Candidates should be graduates with C.S.E. and 'O' and 'A' level English, interest in Drama and Drama Productions would be welcomed.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible. (00175) 061-53

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ERCALL WOOD SCHOOL
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Apply to the Headmaster for details and application form. (00695) 061-53

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DEVON

Please see block advertisement on page 41. (00698) 061-90

AVON COUNTY

THE CASTLE SCHOOL
Park Road, Thornbury, Bristol.
Tel: 01-645 1841
'SCALE 1 ENGLISH'
Required for September, a teacher able to teach English throughout the school with some French to at least C.S.E. This is a suitable post for a newly-qualified candidate with a keen interest in drama. A commitment to mixed ability teaching is necessary, together with a willingness to prepare resources, particularly for the less able.
This is a developing mixed comprehensive, with 1,500 pupils 1150 in the Sixth Form). In a good residential area.
Letter of application, C.V., and names of 2 referees, to Headmaster, as soon as possible. (00694) 061-90

DONCASTER

DONCASTER GRAMMAR SCHOOL
Thorne Road, Doncaster. DN1 2EP
Telephone : Doncaster 20686

Required for September 1981 : Scale 1 Teacher of English up to CSE 'Ordinary' level (A/E).

This co-educational upper school with 1,150 pupils on roll and a Sixth Form of over 300 was formed by the amalgamation of Doncaster Grammar School for Girls and Doncaster Grammar School for Boys. Our present 1,150 pupils from 13 - 16 years of age and will expand to 1,500 when the comprehensive intake in September 1985.

Fifty per cent of removal expenses will be paid in the appropriate case.

Application forms and further particulars (SAE please) are obtainable from the Headmaster at the above address, to whom completed applications should be returned as soon as possible. (00804) 061-90

ESSEX

THE HELENA ROMANES SCHOOL
Uphill (SM),
Parsonage Down, Great Dunmow, Essex CM6 1NP
Tel: Great Dunmow 3566
ENGLISH SPECIALIST - SCALE 1
Required September, to teach full ability range and join enthusiastic department. Good libraries, established Sixth. Apply direct to the Headmistress, Closing date: April 24, 1981.

LAINDON SCHOOL
Uphill (SM),
High Road, Laindon, Basildon
Tel: 01-598 4871
TEACHER OF ENGLISH
SCALE 1
(+ fringe allowance £913)
Required for Summer Term only temporary teacher to C.S.E. level.
LAINDON SCHOOL
COMPREHENSIVE SCHOOL
Uphill (SM) increasing to 6FF in Sept 81)
Basildon, Essex
TEACHER OF ENGLISH required September 1981. St. Clere's is a new purpose built comprehensive school and does not have the problem of falling rolls. Application forms available April 10, 1981.

ST. JOHN'S
COMPREHENSIVE SCHOOL
Upminster, Essex
ENGLISH SCALE 1
Required for September 1981, Enthusiastic Department. Mixed ability English Courses for 11-16. Including C.S.E., 'O' and 'A' level well established.

DAVENANT FOUNDATION SCHOOL
(Roll 504)
Chester Road, Loughton IG10 2LD
Tel: Theydon Bois 2608
ENGLISH SCALE 1/2
London (fringe)
Required for September 1981, 5 F.E. Co-educ. Comprehensive well qualified Graduate for 11-18, including 'A' level (100 in Sixth Form). Library and Resources Centre.

LOUGHTON COUNTY HIGH SCHOOL
(Roll 876)
Alderton Hill, Loughton.
Tel: 508 1178
ENGLISH GRADUATE
SCALE 1
Required September 1981, to teach to 'A' level in this strong Department.

SOUTHEND HIGH SCHOOL FOR BOYS
(Roll 850)
Prittlewell Chase, Southend-on-Sea.
Tel: 01-337 8474
ENGLISH SCALE 1
Required for September 1981 or January 1982 at the 4 F.E. selective school. Ability to teach some French an advantage.
For further details and application forms please apply to the Headteacher concerned. (Enclose s.a.e.

GEOGRAPHY SCALE 1
continued

AVÓN COUNTY

BROADOAK SCHOOL
Filton-super-Mare BS34 4NF
(1600 boys and girls, 400 in Sixth).
Required from 27th April to 17th July a teacher of Geography to first year; 2/3 level.
Apply immediately to the Head, with full personal details and names of two referees. (016911) 062-90

CAMBRIDGESHIRE

NORTHERN AREA
JACK HUNT SCHOOL
(Mixed Comprehensive)
Ledbury Road, Peterborough, PE3 6PN
Tel: Peterborough 263526
Group 12 Roll 1300
Required for September, 1981, an Assistant Teacher (Scale 1) to teach Mathematics/Geography throughout the school.
This is a temporary appointment for one year only to cover for a member of staff on secondment and the post will terminate on 31st August, 1982.
Possibility of assistance being given with housing in appropriate cases.
Please apply by letter, enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr. Ronald Taylor, B.A., J.P., at the above address by 24th April. 062-90
(009940)

EAST SUSSEX

COUNTY COUNCIL
EDUCATION DEPARTMENT
PALMER SCHOOL
Lewes Road, Ringmer, Brighton.
(13 - 18 Mixed Comprehensive 1500 pupils)
RE-ADVERTISEMENT - Previous appointment re-considered.
Required SEPTEMBER 1981 a Teacher of GEOGRAPHY to 'A' level. Scale 1.
Relocation Grant Scheme in approved cases.
Application forms from and for application forms from and for application forms from and for

MATHS SCALE
continued

SHEFFIELD

CITY OF EDUCATION
DEPARTMENT
HIGH GREEN SCHOOL
Peck Hores Lane, High Green.
Sheffield S30 4HY

The school is purpose-built, offering opportunities for the development of a variety of teaching styles and programmes, is pleasantly situated on the edge of open country, eight miles from the city centre, opened in 1977 with an annual intake of 210 pupils, and has interesting involvement with its neighbouring community.

A well motivated teacher of Mathematics, who will be expected to assist in the continued development of the department across the ability and age range, with an interest in Computer Studies may be an advantage. Scale 2.

Application forms are available from the Head Teacher to whom they should be returned by 10th April. (0062)4 064-93

Scale 1 Posts

AVON

COUNTY OF
PORTWAY SCHOOL
Shirehampton Bristol BS11 0DB
Headteacher: M.J. Hall, M.Sc.,M.M. Comprehensive School - roll 800 mixed

Required for September 1981 teacher of Mathematics able to teach the subject throughout the School, including A level. An interest in Computing and for Physics could be an advantage. The School is particularly active in the fields of Electronics and Computing and already has two microprocessors.

Letters of application to the Headmaster quoting two of three referees and giving details of qualifications and experience should be sent as soon as possible. Further details are available upon request. (0065)1 064-65

BEDFORDSHIRE
SOUTHERN AREA

NORTHFIELDS UPPER
SCHOOL
Houghton Road, Dunstable, Beds.

Headmaster: Mr. D. Fone, B.Sc.

Required for September 1981, teacher of Mathematics. Candidates are invited from well-qualified candidates to join the growing department and to work with its own micro-computer and computer facilities. The Mathematics course is mainly traditional with a blend of 'traditional and modern' topics. Further traditional courses are offered to 'O' and 'A' level and a knowledge of 'A' level would be a strong recommendation.

Further details and application forms may be obtained from the Headmaster (Reading 814564) and completed forms returned as soon as possible. (0066)2 064-90

BERKSHIRE

HEADWAY SCHOOL
Headway Lane, Tilehurst, Reading (N.G.R. 1060)

Required September 1981, ASSISTANT TEACHER OF MATHEMATICS (Scale 1) to teach mainly to 'O' level in this 11 - 16 comprehensive.

A synthesis of traditional and modern mathematics is taught to set groups with an enthusiastic and supportive faculty. Mathematics and Computer studies are taught to 'A' level. Please apply to Headteacher (s.a.e.). Closing date April 20th. (1183)1 064-80

BERKSHIRE

WINDSOR BOYS' SCHOOL
Maidens Green, Winkfield, Windsor, Berks. SL4 4DL
(N.G.R. 950 720)
Required for September, 2 GRADUATE MATHEMATICS teachers to age (including 'A' level to the 13 - 18 sixth form as now in its 14th year of transition from Grammar to Comprehensive School. Scale 1 for first appointment and at present there is 'A' level success in Mathematics, Further Mathematics and Physics. Extra responsibility allowance. Lodging allowance and removal expenses also considered.

Apply immediately by letter to the Headmaster stating qualifications, date of birth and the names of two referees. (s.a.e.) Closing date April 20th. (1182) 064-80

BERKSHIRE

DENEFIELD SCHOOL
Holyport, Maidenhead, Berks. SL6 2NJ (N.G.R. 930 780)

Required for 1st September, 1981 teacher of Mathematics. Candidates are invited from well-qualified candidates to join the growing department and to work with its own micro-computer and computer facilities. The Mathematics course is mainly traditional with a blend of 'traditional and modern' topics. Further traditional courses are offered to 'O' and 'A' level and a knowledge of 'A' level would be a strong recommendation.

Further details and application forms may be obtained from the Headmaster (Reading 814564) and completed forms returned as soon as possible. (0066)2 064-90

BUCKINGHAMSHIRE

WYCOMBE DIVISION
Wycombe High School (V.A.)
Marlow Road, High Wycombe.
Head: G.A. Duckham, B.Ed.
Roll: 470 boys and Girls 11 - 18

Required September 1981, Graduate Teacher Mathematics (preferably with Computer Studies) throughout the range to C.S.E. and 'O' level. Ability to assist with Religious Education an advantage.

Reimbursement of salaries on Burnham Scale. Assistance with removal expenses. Application forms (s.a.e. please) to Head, 2nd Participation in the development of 6th Form. Low rent premises. 6th Sept. 1981 etc., already in use.

S.A.E. for details (no forms) to Personnel Officer, Community Services Division, (0181) 064-80

BERKSHIRE

COUNTY COUNCIL
Hatherton Avenue, Southend on Sea, Essex SS2 6JA
(N.G.R. 950 870)

Required September 1981 or as soon as possible thereafter, teacher of Mathematics to teach throughout the 11 - 16 range in this 11 - 18 Comprehensive School with large sixth form. Scale 1.

Application forms and further details available from Headmaster at the above address. Closing date 14 days after the appearance of this advertisement. (0061)1 064-90

CAMBRIDGESHIRE

WEATHERCARE AREA
THE HILL SCHOOL
Cherryhinton Road, Cambridge CB1 4DH
(N.G.R. 1050 570)

Required for September to Assist with the teaching of Mathematics (Scale 1) to pupils of 'O' level standard. (1183)1 064-80

CAMBRIDGESHIRE

NORTHERN AREA
MEADOWGATE SCHOOL
(CO-EDUCATIONAL 13 - 18)
Wimblington Road, March, Cambs. PE15 9QJ

Tel: March 3430
Group Size: 840 (190 in 6th form)

Head Teacher: Mr. N. Else, B.Sc.

Required for September, 1981:-
Teacher of Mathematics (Scale 1) 'O' and 'A' level. Applications from new entrants to the profession welcomed.

Letters of application enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher at the above address by 20th April, 1981. Forms for further details: (0071)3 064-90

BEXLEY

LONDON BOROUGH OF
HYLANDS SCHOOL
Hurst Road, Bexley, Kent DA5 1AB

Tel: 01-303 7733

Group 10 + Roll 980
Mathematics teacher, Scale 1, required for September 1981, to join enthusiastic, energetic and well resourced mathematics faculty teaching to C.S.E., 'O' level and 'A' level standards and Computer Studies. Some science would be welcome. Possible Scale 2 post for good pastoral experience.

Telephone school for further details and application forms.

I.L.E.A. 2498. Assistance with removal expenses, lodging allowance, turbance allowance can be considered. (0)1389 064-90

BUCKINGHAMSHIRE

WYCOMBE DIVISION
WYCOMBE HIGH SCHOOL
Terriers, High Wycombe.
Head: J.W. Cooper, B.A.
Roll: 859

Required for September, 1981, teacher of Mathematics to 'O' Level and C.S.E. standard to undertake second subject essential.

Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum £750) and incidental expenses £100. Assistance with lodging allowance pending removal or housing in approved cases. Housing allowance pending removal also payable in approved cases.

Application forms and further details (no forms) from Headmaster enclosing stamped addressed envelope. (0068)3 064-90

CROYDON
LONDON BOROUGH OF

JOHN NEWMAN HIGH
Selsdon Park Road, South Croydon, Surrey CR2 8JJ

Telephone : 01-651 113 1/4

Teachable : 1st September 1981.

Graduate required to teach Mathematics in the mixed 11 - 18 comprehensive school. The appointment is for a specialist teacher. The department currently teaching to all ability levels in 'A' level (4 classes) which is starting to develop computer studies in the 'A' level course. Access to micro-computer. Keenness to develop the subject would be helpful. Inservice training will be offered if necessary.

Salary : Burnham Scale 1. With London Allowance. (0069)3

Please send S.A.E. for application form from and return also to the Head Teacher at the above address as soon as possible. (0014)3 064-90

DERBYSHIRE

BELPER HIGH SCHOOL
(Mixed 13 - 18 Comprehensive Group 1 + 18 in Sixth Form)

Required for September Mathematics teacher - Scale 1. To share work in 'A' level appropriate to qualifications and experience. Assistance to mixed ability teaching essential.

Application forms and further details from Belper High School Kilburn Road, Belper, Derbyshire.

Closing date for applications 24th April 1981. (0059)3 064-90

DEVON

Please see blank advertisement on page 51. (0)0684 064-80

EAST SUSSEX

WILLINGDON SCHOOL
Broad Road, Willingdon, Eastbourne, BN20 9QW.
1770 pupils 14 comprehensive)

Required from September 1981 a graduate teacher of Mathematics to teach across the age and ability range, up to and including 'A' level. (Journalism Department). Interest in Computer Studies would be welcome.

Lodgings Allowance. Lodging Allowance and removal expenses also considered.

Application forms available in approved cases.

Application forms (s.a.e. please) from the Headmaster. (0015)4 064-90

ENFIELD

LONDON BOROUGH OF
ELDERSLIE HALL SCHOOL
Sullington Close, Enfield, Middx.

Required for September, 1981, teacher of Mathematics to 'O' Level and C.S.E. standard to undertake second subject essential.

Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum £750) and incidental expenses £100. Assistance with lodging allowance pending removal or housing in approved cases. Housing allowance pending removal also payable in approved cases.

Application forms and further details (no forms) MAY obtainable from the Headmaster enclosing stamped addressed envelope. (0008)3 064-90

HAMPSHIRE

RE-ADVERTISEMENT
ALL HALLOWS R.C. SCHOOL
Highbridge Road, Fareham.
(Mixed Comprehensive 11 - 18)
Tel: 0329 280 1

Required for September 1981 a Teacher of Physics. Nuffield Science 'O' Level. Established 'O' C.S.E. and 'A' level courses.

Closing date one week after appearance of this advertisement.

Letter of application naming two professional referees to Head Teacher with s.a.e. for details. (0117)1 064-90

HAMPSHIRE

YATELEY SCHOOL
School Lane, Yateley.
Comprehensive Mixed 11 - 18
R.O.S. 1200

Required for September, 1981 Teacher for Mathematics - Scale 1 post - an interest in statistics would be an advantage.

Closing date one week after appearance of this advertisement.

Letter of application naming two professional referees to Head Teacher with s.a.e. for details. (0034)3 064-90

HARINGEY

LONDON BOROUGH OF
CREIGHTON SCHOOL
Tytherington, London, N10 1NE
11 - 18 Mixed Comprehensive
Roll 1500

1500 pupils, 230 in the Sixth Form. A qualified Teacher of MATHEMATICS to join an enthusiastic and well staffed Department. Lower School Mathematics is taught in mixed ability groups, using a blend of conventional and modern topics and school produced materials. The Department is co-operative and individualised learning techniques, has now been in operation for 3 years. Mathematics is part of the core curriculum in the 4th and 5th years, leading to 'O' Level and C.S.E. Sixth Form 'A' Level work.

There is a considerable amount of 'A' Level work.

The person appointed would be encouraged to teach throughout the age-range up to and including A'level.

Applications in the first instance by letter to Headmistress at the School giving details of qualifications, experience and the names and addresses of two referees.

London Allowance (£758) payable. Removal Expenses - 100% approved cases. (0018)5 064-90

HAVERING

LONDON BOROUGH OF
ROMFORD COUNTY SCHOOL
Havering Road North, Romford, Essex.

Tel: 0708 (Co. Ext)
Tel: Romford 47352.

Headmaster: D.A. Steward, B.Sc.

MATHEMATICS. Scale 1 required September, 1981, for a graduate to teach C.S.E. 'O' 'A' (O) and Computer Studies. Scale 2 for Head of Computer Studies Science. S.M.P. is taught to 11 - 16 and previous ability to teach 'A' level Mathematics and Computer Science would be an advantage. Some experience of Computer Science would be a strong recommendation.

Application forms and further details can be obtained from the Headteacher at the school concerned immediately. (Enclose s.a.e. please).

064-90

HAVERING

LONDON BOROUGH OF
THE ROYAL LIBERTY SCHOOL
Gidea Park, Romford, Essex RM2 5JA

Telephone: Romford 40544

Required for September 1981 Teacher of MATHEMATICS (Scale 1) to teach up to 'O' level C.S.E. Suitable for first appointment.

Applications by letter to the Headmaster enclosing curriculum vitae and two referees.

Closing date: 14 days after the appearance of this advertisement. (0061)3 064-90

HEREFORD & WORCESTER
COUNTY COUNCIL

FRANKLEY COMMUNITY
HIGH SCHOOL
Tracy Close, Frankley, Rubery, Rednal, Birmingham, B45 0HY

A new 13 - 18 Comprehensive opening in September 1981 requires accommodation this September.

Required, for September, 1981, (Scale 1) a teacher of Mathematics to assist in the development of the Sixth Form. Low rent premises. 6th Sept. 1981 etc., already in use.

S.A.E. for details (no forms) to Personnel Officer, Community Services Division, (0181) 064-80

HERTFORDSHIRE

COUNTY COUNCIL
THE ABBOT'S LANGLEY SCHOOL
Hempstead Road, Abbots Langley, Herts. WD5 0QJ
(N.G.R. 1050 010)

Required September 1981 Scale 1 Teacher of MATHEMATICS to teach throughout the age range up to and including 'A' level.

Applications in the first instance by letter to Headmistress at the School giving details of qualifications, experience and the names and addresses of two referees.

London Allowance (£758) payable. Removal Expenses - 100% approved cases. (0018)5 064-90

HEREFORD & WORCESTER
COUNTY COUNCIL

THE MINSTER SCHOOL
Leominster, Herefordshire HR6 8JJ

Required for September, 1981, teacher of Mathematics Scale 1. (Preferably in times would be helpful.

The Minster School is a Group 1 Comprehensive of 1100 pupils (11 - 18) formed in 1971 by the amalgamation of the former Grammar and Secondary Modern Schools. It has an excellent sixth form record and approximately 30 students per year proceed to University.

Application forms and further details available from the Headmaster on receipt of a stamped s.a.e. (0)1187 064-90

HEREFORD & WORCESTER
COUNTY COUNCIL

EVESHAM HIGH SCHOOL
Four Pools Road, Evesham WR11 6DG

(Mixed Comprehensive 13 - 18, 900 on roll : 85 in Sixth Form)

Required for September, 1981 a teacher or newly qualified teachers of Mathematics (Scale 1) to join a strong department of 7 full-time staff. Established courses to CSE, O and A levels. An interest or qualification in the teaching of Computer Science would be a strong recommendation.

Application forms and further details can be obtained from the Head by receipt of a foolscap s.a.e. (0)1867 064-90

HOUNSLOW

LONDON BOROUGH OF
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN

LONGFORD SCHOOL
Tankbrook Way, Feltham TW14 9QT

Telephone No. 01 890 0345 /6
Headmaster Mr G C E Whiddett, C.P.

Required - Teacher of MATHEMATICS (Scale 1) with qualifications to teach courses over the full age range, 11 - 18. Established 'O' C.S.E. and 'A' levels in these subjects of Mathematics, Pure, Applied, Statistics.

Longford School is a well-established co-educational comprehensive. It has a modern microprocessor, and Computer Studies courses are now their fifth year.

LONDON ALLOWANCE.

CLOSING DATE : 10 April 1981.

Letters of application to the Headmaster giving details of qualifications experience and names and addresses of two referees should be addressed envelope envelope

(0058)6 064-90

HUMBERSIDE

HUMBERSIDE EDUCATION
COMMITTEE
Education Office
WINTRINGHAM SCHOOL
Weaham Avenue, Grimsby.
Required for January, 1982 or as soon as possible thereafter TEMPORARY TEACHER OF MATHEMATICS (Scale 1)

The vacancy arises because of resignation of present teacher who has reserved her right to return under the Employment Protection Act. An opportunity could be given to the successful applicant of sharing in the work of the department with 'A' level work.

Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement. (0)1138 064-80

KENT

COUNTY COUNCIL EDUCATION DEPT

DARTFORD DIVISION
THE HOWARD GIRLS' SCHOOL
(Boys Founded 1576)
Dartford, Kent. (September, 1981. A GRADUATE TO REACH MATHEMATICS to pupils throughout the ability range. Scale 1 post. Tymps Allowance. Good opportunity for specialist teaching, will be a strong recommendation. Letters of application to the Headmistress, Dartford Grammar School for Girls, Dartford, Kent DA1 2HW. Should include a curriculum vitae, the names of two referees and a foolscap s.a.e. for application. GRAVESEND DIVISION
NORTHFLEET SCHOOL FOR GIRLS.
Hall Road, Northfleet, Kent.
Scale 1600

REQUIRED FOR SEPTEMBER 1981 A MATHEMATICS TEACHER to teach the subject throughout the school.

Letters of application and the names and addresses of two referees to the Headmistress at the school by 20th April.

Application forms and further details can be obtained from the Headmistress at the school.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
NORTH SCHOOL FOR GIRLS
Mabledon Avenue, Ashford

Required for September 1981: Teacher of Mathematics (Scale 1). The lower part of the School is comprehensive and Mathematics is taught in the Lower School and a Scale 2 'A' level post with more specialised work in the Upper School. There are two sixth form 'A' level and 'O' level courses. The school has a developing Sixth Form.

Apply by letter giving full details and enclosing the names of two referees to the Headmistress at the school (Mabledon Avenue, Ashford, Kent) from whom a form of application may be obtained on receipt of a s.a.e. (0019)3 064-90

KENT

COUNTY COUNCIL EDUCATION
DEPARTMENT
MEDWAY DIVISION
Chatham
FOUNTAIN SECONDARY
SCHOOL
Maggs Hall Road
Gillingham, Kent ME7 2PD

Required September 1981, a teacher of MATHEMATICS. College leaver will be considered for this post. Possibility of a Scale 2 post for suitable candidate.

Please apply to the Headmaster at the school giving full details of qualifications, experience and the names of two referees.

CANTERBURY DIVISION
SIMON LANGTON GRAMMAR
School for Boys,
Canterbury.
Selective, 11-18
900 boys (150 in Sixth Form)
Good Hons. Graduate required for September, 1981 to teach Mathematics throughout the age range to 'A' level. Cambridge Scholarship work. The school has a strong tradition in team sports and readiness to be involved in out-of-school activities is a strong feature. Some experience desirable.

Further details may be obtained from the Headmaster at the school (Canterbury 762451) and application together with the names and addresses of two referees and Curriculum Vitae should be sent.

Simon Langton Grammar School for Boys, Nackington Road, Canterbury, Kent CT4 7AS

REPTON PARK GIRLS' SCHOOL
Spring Lane, Canterbury, Kent CT1 1DU
(Original, A.S.C.E. 170 pupils, 170 in Sixth Form)
(N.G.R. 1570 570)

Required for September 1981 a teacher of MATHEMATICS (Scale 1) for Lower School work and examination classes to 'O' level and expanding Sixth Form work to 'A' level. Computer Studies an advantage.

Letters of application together with full curriculum vitae and the names of two referees to the Headmistress at the school.

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL
Barton Road, Maidstone ME15 7BT
Tel 0622 54101

Headmaster: W.P.A.J. Petit, M.A.H. Phil

Required for September 1981 a well qualified graduate to teach MATHEMATICS to 'A' level. This Upper School of 820 boys (300 in Sixth Form) has an excellent academic record. The successful applicant will have an unusual opportunity to play a full and responsible part in a lively teaching Post graduate research an advantage.

Apply directly to the Headmaster with curriculum vitae and names of two referees. Particulars available (S.A.E.)

SUTTON GRAMMAR SCHOOL
BENHILLWOOD ROAD
SUTTON, SURREY SM2 5JX

Teacher for MATHEMATICS as soon as possible to join a team which has recently moved into a new purpose built accommodation. Scale 2 post for good pastoral experience and ability range.

Apply directly to the Headmaster with full particulars and the names and addresses of two referees. (A.A.E.) (0)1181 064-90

LEICESTERSHIRE

GEORGE ATTON COLLEGE
Station Road, Wigston Magna.

In the Leicestershire Plan for the organisation of secondary education. 11 - 18 Comprehensive (1200 on roll)

Required for September 1981, a teacher of Mathematics to 'O' and 'A' levels. An interest in Computer Studies or Statistics an advantage but not essential.

Apply directly to the Headmaster with curriculum vitae and names of referees. (A.A.E.) (0)1181 064-90

LEICESTERSHIRE

CASTERTON COMMUNITY
COLLEGE
Great Casterton, Stamford, Lincs.

11 - 16 OTHER
COMPREHENSIVE
Roll 650

MATHEMATICS SCALE 1

Required August, teacher of mathematics to C.S.E. and 'O' level. Cultural activities in rural area to the east of the former county of Rutland.

Further details from the Head. Apply immediately by letter. Curriculum vitae and the names and addresses of two referees. (B.A.E.). (0)1196 064-90

LINCOLNSHIRE

LINCOLN VARSBOROUGH HIGH
SCHOOL
Monks Road, Lincoln LN2 5HQ
Tel: 0522 23688

Required for September 1981 a qualified teacher of MATHEMATICS to teach throughout the 11 - 16 range in this 11 - 18 mixed Comprehensive School. A special interest in year work is desirable.

Letters of application and curriculum vitae with names of referees to the Headmaster within fourteen days of the appearance of this notice in the press.

JOHN FISHER R.C.
HIGH SCHOOL
Oxford Road
Oxford Road, Dewsbury WF12 8LL

Required for September, 1981, a teacher of MATHEMATICS, Scale 1 to teach throughout the range 11 - 18 (Roll 989 including 75 in form six). 'O' and 'A' level examinations. Preference will be given to graduates who are prepared to help in the Religious Education of pupils.

Letters of application with curriculum vitae and the names and addresses of two referees to the Head Teacher at the school as soon as possible.

SEVENOAKS SCHOOL
Sevenoaks, Kent TN13 1HU

Required for September 1981 a teacher of MATHEMATICS to teach throughout the age range to 'A' level. Scale 1 post. Lodging allowance and removal expenses considered.

Application forms and further details available from the Headmaster. Closing date 14 days after the appearance of this advertisement. (0)1196 064-90

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD POLYTECHNIC
SCHOOL OF MATHS
Queensgate, Huddersfield HD1 3DH
Tel: (0484) 22288 Ext. 2

Required for September, 1981 Teacher of MATHEMATICS (Scale 1) to teach throughout the range to 'A' level. Science Scale 1 post.

064-90

LINCOLNSHIRE

LINCOLN CATHEDRAL SCHOOL
Eastgate, Lincoln LN2 1QN

Required for September 1981 Teacher of MATHEMATICS to teach throughout the range to 'A' level. Scale 1 post.

Letters of application (no forms), with curriculum vitae and the names of two referees, to Headmaster from whom full details available. (s.a.e. please). (0068)4 064-90

LINCOLNSHIRE

JOHN SPENDLUFFE SECONDARY
SCHOOL
Hanby Lane, Alford, LN13 9BL
(Group 7 Roll 408)

Required September 1981, teacher of Mathematics to CSE level, with an opportunity for 'A' level work. Scale 1. Please state other interests. Closing date 24th April 1981. (0)1677 064-90

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT

LONG STRATTON HIGH
SCHOOL
Manor Road, Long Stratton, Norwich, NR15 2XH

Required for September, Scale 1 Teacher of Mathematics.

Application form and further details available on receipt of a foolscap stamped addressed envelope from the Headteacher at the School. (0041) 064-90

WARWICKSHIRE

CAMPION SCHOOL
Sydenham Drive, Sydenham Estate, Leamington Spa. CV31

Required September, graduate teacher to join a strong Mathematics Department to teach all abilities to 'O' and 'A' levels. An interest in Computer Studies or Statistics an advantage but not essential.

Application form and further details available from the Head Teacher at the above address. (0)1196 064-90

WARWICKSHIRE

MANOR PARK SCHOOL
Beaumont Road, Nuneaton. CV11 5HJ

Teacher of Mathematics. Scale 1. School has a 3802 microcomputer for which the F.T.A. Basic resident programme and high resolution graphics unit. Post initially for 'A' level.

Please apply by letter to Head at the school giving the names and addresses of two referees. (S.A.E. please). (0023)4 064-80

WIRRAL
METROPOLITAN BOROUGH
OF

PARK HIGH SCHOOL
(CO-EDUCATIONAL)
Park Road West, Birkenhead
Tel: 051-652 1374
No. on roll: 1,380

Required to 1st September, 1981 ASSISTANT TEACHER OF MATHEMATICS (SCALE 1).

Applicants should be graduates, or expect to be, and prepared to teach up to 'A' level.

Apply direct to Headteacher. (0)0697 064-90

Modern Languages

Heads of Department

HARINGEY

LONDON BOROUGH OF
SCHOOL OF ST. DAVID AND ST. CATHARINE, Hillfield Avenue, London N8 9HG
Telephone 340 6289.
Headmaster: J.B. Ashwin, M.A. (Cantab.)
District of England Voluntary Aided Mixed 11 - 18 Comprehensive School.
Number on roll 1150.

Required to September 1981. A well qualified graduate with good expertise, preferably in Spanish, to develop Modern Languages throughout the school to become HEAD OF DEPARTMENT (Scale 3). Scale 2 in this Church Comprehensive School with a strong tradition of the present holder of the post, who has been responsible for the development of the department since its inception. Candidates should be able to offer French and at least one other language.

Application forms and further details are available from the Headmaster at the School (N Formed 1977 since when the school has established encouraging GCE and CSE results) to whom completed application forms should be returned as soon as possible.

London Allowance (£758) payable.

Removal Expenses - 100% allowed in approved cases. (0015)8 064-90

HEREFORD & WORCESTER
COUNTY COUNCIL

FRANKLEY COMMUNITY
HIGH SCHOOL
Tracy Close, Frankley, Rubery, Rednal, Birmingham, B45 0HY

A new 13 - 18 Comprehensive opening in September 1981 requires accommodation this September.

Required, for September, 1981, (Scale 1) a teacher of Mathematics to assist in the development of the Sixth Form. Low rent premises. 6th Sept. 1981 etc., already in use.

S.A.E. for details (no forms) to Personnel Officer, Community Services Division, (0181) 064-80

HEREFORD & WORCESTER
COUNTY COUNCIL

EVESHAM HIGH SCHOOL
Four Pools Road, Evesham WR11 6DG

(Mixed Comprehensive 13 - 18, 900 on roll : 85 in Sixth Form)

Required for September, 1981 a teacher or newly qualified teachers of Mathematics (Scale 1) to join a strong department of 7 full-time staff. Established courses to CSE, O and A levels. An interest or qualification in the teaching of Computer Science would be a strong recommendation.

Application forms and further details can be obtained from the Head by receipt of a foolscap s.a.e. (0)1867 064-90

HOUNSLOW

LONDON BOROUGH OF
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN

LONGFORD SCHOOL
Tankbrook Way, Feltham TW14 9QT

Telephone No. 01 890 0345 /6
Headmaster Mr G C E Whiddett, C.P.

Required - Teacher of MATHEMATICS (Scale 1) with qualifications to teach courses over the full age range, 11 - 18. Established 'O' C.S.E. and 'A' levels in these subjects of Mathematics, Pure, Applied, Statistics.

Longford School is a well-established co-educational comprehensive. It has a modern microprocessor, and Computer Studies courses are now their fifth year.

LONDON ALLOWANCE.

CLOSING DATE : 10 April 1981.

Letters of application to the Headmaster giving details of qualifications experience and names and addresses of two referees should be addressed envelope envelope

(0058)6 064-90

HUMBERSIDE

HUMBERSIDE EDUCATION
COMMITTEE
Education Office
WINTRINGHAM SCHOOL
Weaham Avenue, Grimsby.
Required for January, 1982 or as soon as possible thereafter TEMPORARY TEACHER OF MATHEMATICS (Scale 1)

The vacancy arises because of resignation of present teacher who has reserved her right to return under the Employment Protection Act. An opportunity could be given to the successful applicant of sharing in the work of the department with 'A' level work.

Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned within 10 days of this advertisement. (0)1138 064-80

KENT

COUNTY COUNCIL EDUCATION DEPT

DARTFORD DIVISION
THE HOWARD GIRLS' SCHOOL
(Boys Founded 1576)
Dartford, Kent. (September, 1981. A GRADUATE TO REACH MATHEMATICS to pupils throughout the ability range. Scale 1 post. Tymps Allowance. Good opportunity for specialist teaching, will be a strong recommendation. Letters of application to the Headmistress, Dartford Grammar School for Girls, Dartford, Kent DA1 2HW. Should include a curriculum vitae, the names of two referees and a foolscap s.a.e. for application. GRAVESEND DIVISION
NORTHFLEET SCHOOL FOR GIRLS.
Hall Road, Northfleet, Kent.
Scale 1600

REQUIRED FOR SEPTEMBER 1981 A MATHEMATICS TEACHER to teach the subject throughout the school.

Letters of application and the names and addresses of two referees to the Headmistress at the school by 20th April.

Application forms and further details can be obtained from the Headmistress at the school.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
NORTH SCHOOL FOR GIRLS
Mabledon Avenue, Ashford

Required for September 1981: Teacher of Mathematics (Scale 1). The lower part of the School is comprehensive and Mathematics is taught in the Lower School and a Scale 2 'A' level post with more specialised work in the Upper School. There are two sixth form 'A' level and 'O' level courses. The school has a developing Sixth Form.

Apply by letter giving full details and enclosing the names of two referees to the Headmistress at the school (Mabledon Avenue, Ashford, Kent) from whom a form of application may be obtained on receipt of a s.a.e. (0019)3 064-90

KENT

COUNTY COUNCIL EDUCATION
DEPARTMENT
MEDWAY DIVISION
Chatham
FOUNTAIN SECONDARY
SCHOOL
Maggs Hall Road
Gillingham, Kent ME7 2PD

Required September 1981, a teacher of MATHEMATICS. College leaver will be considered for this post. Possibility of a Scale 2 post for suitable candidate.

Please apply to the Headmaster at the school giving full details of qualifications, experience and the names of two referees.

CANTERBURY DIVISION
SIMON LANGTON GRAMMAR
School for Boys,
Canterbury.
Selective, 11-18
900 boys (150 in Sixth Form)
Good Hons. Graduate required for September, 1981 to teach Mathematics throughout the age range to 'A' level. Cambridge Scholarship work. The school has a strong tradition in team sports and readiness to be involved in out-of-school activities is a strong feature. Some experience desirable.

Further details may be obtained from the Headmaster at the school (Canterbury 762451) and application together with the names and addresses of two referees and Curriculum Vitae should be sent.

Simon Langton Grammar School for Boys, Nackington Road, Canterbury, Kent CT4 7AS

REPTON PARK GIRLS' SCHOOL
Spring Lane, Canterbury, Kent CT1 1DU
(Original, A.S.C.E. 170 pupils, 170 in Sixth Form)
(N.G.R. 1570 570)

Required for September 1981 a teacher of MATHEMATICS (Scale 1) for Lower School work and examination classes to 'O' level and expanding Sixth Form work to 'A' level. Computer Studies an advantage.

Letters of application together with full curriculum vitae and the names of two referees to the Headmistress at the school.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL
Barton Road, Maidstone ME15 7BT
Tel 0622 54101

Headmaster: W.P.A.J. Petit, M.A.H. Phil

Required for September 1981 a well qualified graduate to teach MATHEMATICS to 'A' level. This Upper School of 820 boys (300 in Sixth Form) has an excellent academic record. The successful applicant will have an unusual opportunity to play a full and responsible part in a lively teaching Post graduate research an advantage.

Apply directly to the Headmaster with curriculum vitae and names of two referees. Particulars available (S.A.E.)

SUTTON GRAMMAR SCHOOL
BENHILLWOOD ROAD
SUTTON, SURREY SM2 5JX

Teacher for MATHEMATICS as soon as possible to join a strong Mathematics team and to teach across the full ability range up to and including 'A' level. Scale 2 post for good pastoral experience and ability range.

Apply directly to the Headmaster with full particulars and the names and addresses of two referees. (A.A.E.) (0)1181 064-90

LEICESTERSHIRE

THE BURLEIGH COLLEGE
Thorpe Hill, Loughborough

In the Leicestershire Plan for the organisation of secondary education. (14 - 18 UPPER). 14 - 18 Comprehensive

Head of Modern Languages Scale 3 or 4

Required August. Applications are invited from suitably qualified and experienced teachers 'O' and 'A' level GCE courses in French and German (Spanish and Russian also considered) with good scope for extending the study of modern languages curriculum.

Candidates strongly advised to write (SAE) for further details.

Further details from the Head., apply immediately (no forms) with full particulars and the names and addresses of two referees. (S.A.E.) (0)1196 064-90

LINCOLNSHIRE

GAINSBOROUGH GRAMMAR SCHOOL
Lea Road, Gainsborough, Lincs DN21 2EL
Tel: 0427 2081

Required September, graduate teacher of Mathematics to 'O' and 'A' level. Scale 1. Please state other interests.

Application forms and further details available from Headteacher at the school (s.a.e. please). (0)0981 064-90

NORFOLK

COUNTY COUNCIL
EDUCATION DEPARTMENT

LONG STRATTON HIGH
SCHOOL
Manor Road, Long Stratton, Norwich, NR15 2XH

Required for September, Scale 1 Teacher of Mathematics.

Application form and further details available on receipt of a foolscap stamped addressed envelope from the Headteacher at the School. (0041) 064-90

OXFORDSHIRE
COUNTY COUNCIL

CHILTERN EDGE SCHOOL
Reade's Piece, Sonning Common, Reading RG4 9LN

11 - 16 Comprehensive (1200 on roll)

Required for September 1981, a teacher of Mathematics to 'O' level. Scale 1. Starting and successful department.

The school has its own computer and pupils have an interest in computing and extra-curricular activities will be an advantage.

Letters of application to the Headteacher for with full curriculum vitae and the names of two referees. S.A.E. please. (0)1181 064-90

REDBRIDGE
LONDON BOROUGH OF

FAIRLOP HIGH SCHOOL
Forest Road, Barkingside, Ilford, IG6 3HF

Telephone: 01-500 6666
Head: D.J. Gauge, B.A.

Required for April or September 1981 a well qualified teacher of Mathematics to teach up to 'A' level in this 11 - 18 mixed Comprehensive School.

The post is on Scale 1, with an Outer London Allowance of £758.

Letters of application, with curriculum vitae and the names and addresses of two referees, should be sent to the Headteacher as soon as possible. (0)0471 064-90

REDBRIDGE
LONDON BOROUGH OF

CANON PALMER R.C. HIGH
SCHOOL
Aldborough Road South, Seven Kings, Ilford IG3 8HG
Telephone: 01-597-3133
Head: B.J. Davis, B.Sc.

Required for September 1981 a qualified teacher of Mathematics to 'O' level in this R.C. Comprehensive School. Scale 1 post. Scale 2 for expert applicant.

Apply to the Headmaster, at the School with curriculum vitae and the names of two referees. Applications cannot be acknowledged unless a stamped addressed envelope is enclosed.

DAGENHAM DIVISION
THE ROBERT CLACK SCHOOL
Rush Green Road, Romford, Essex RM7 0QA

Required for September, 1981 a teacher of MATHEMATICS to 'O' level C.S.E. Suitable for first appointment.

Applications by letter to the Headmaster, at the School with curriculum vitae and the names of two referees.

Closing date: 14 days after the appearance of this advertisement. (0061)3 064-90

HEREFORD & WORCESTER
COUNTY COUNCIL

FRANKLEY COMMUNITY
HIGH SCHOOL
Tracy Close, Frankley, Rubery, Rednal, Birmingham, B45 0HY

A new 13 - 18 Comprehensive opening in September 1981 requires accommodation this September.

Required, for September, 1981, (Scale 1) a teacher of Mathematics to assist in the development of the Sixth Form. Low rent premises. 6th Sept. 1981 etc., already in use.

S.A.E. for details (no forms) to Personnel Officer, Community Services Division, (0181) 064-80

HERTFORDSHIRE

COUNTY COUNCIL
THE ABBOT'S LANGLEY SCHOOL
Hempstead Road, Abbots Langley, Herts. WD5 0QJ
(N.G.R. 1050 010)

Required September 1981 Scale 1 Teacher of MATHEMATICS to teach throughout the age range up to and including 'A' level.

Applications in the first instance by letter to Headmistress at the School giving details of qualifications, experience and the names and addresses of two referees.

London Allowance (£758) payable. Removal Expenses - 100% approved cases. (0018)5 064-90

KIRKLEES

METROPOLITAN COUNCIL
HUDDERSFIELD POLYTECHNIC
SCHOOL OF MATHS
Queensgate, Huddersfield HD1 3DH
Tel: (0484) 22288 Ext. 2

Required for September, 1981 Teacher of MATHEMATICS (Scale 1) to teach throughout the range to 'A' level. Science Scale 1 post.

064-90

LINCOLNSHIRE

LINCOLN VARSBOROUGH HIGH
SCHOOL
Monks Road, Lincoln LN2 5HQ
Tel: 0522 23688

Required for September 1981 a qualified teacher of Mathematics to 'O' level and CSE standard. Some experience of Computer Studies would be an advantage.

Letters of application (no forms), with curriculum vitae and the names of two referees, to Headmaster from whom full details available (s.a.e. please). (0068)4 064-90

LINCOLNSHIRE

GAINSBOROUGH GRAMMAR SCHOOL
Lea Road, Gainsborough, Lincs DN21 2EL
Tel: 0427 2081

Required September, graduate teacher of Mathematics to 'O

SCIENCE
continued

Other Posts on Scale 2 and above

BARNET

LONDON BOROUGH OF
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts EN5 4DQ
Tel: 01 441 4646
Comprehensive. Roll 1030. Sixth Form 150.
London Allowance £498 payable.
Nearest tube station High Barnet.
Required September 1981, teacher of COMBINED SCIENCE. Scale 2. Applicants with interest and commitment to teaching all science throughout lower and middle school, especially in practical work, will be considered. Assistance will be given with induction, if necessary. Full, forward-looking Combined Science Department, within which work has been done towards producing a Nuffield Science course suitable for publication. It is hoped that this teacher will be able to offer one or more other science specialisms higher up the school. Science faculty has suite of 9 modern laboratories with excellent resources.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v., and names of two referees. A.A.E. (001177) 070-53

BEDFORDSHIRE
NORTHERN AREA

PILGRIM UPPER SCHOOL
89 Kimbolton Drive, Bedford MK41 7PJ
Tel Bedford 50512

Headmaster: Mr. R.D. Cornall, B.Sc.
Group 12 (Roll 1130. Sixth Form 320)

PHYSICS - SCALE 2

Required for September 1981, a teacher of Physics to Scale 2. Graduate able to teach Physics to Cambridge entrance level. Interest in other Science Subjects. Very strong department with large staff. Many pupils taking Physics at all levels with consequently high proportion of girls. Post for teacher with good honours degree in Physics and practical experience. Ability to work with young people and to contribute to wide range of extra-curricular activities would be valued. Experience of computing and electronics would be valuable. Interview expenses paid by candidates. Assistance to Head of Department possible.

Pilgrim School is an examination school and can fully accommodate 1125 - 1150 pupils situated in a pleasant residential area of Bedford.

Application forms and further details from the Headmaster (Mrs) please to whom completed forms should be returned as soon as possible. (001178) 070-53

CROYDON
LONDON BOROUGH OF

JOHN NEWMAN HIGH
Selsdon Park Road, South Croydon, Surrey CR2 8JJ

Telephone: 01-651 1131 1/4

Teenable: 1st September 1981.

Teacher of Physics to join expanding department in large Comprehensive school. From C.S.E. to 'S' level in Modern well-equipped laboratories.

Vacancy will attract applicants seeking substantial share of 'A' level work. He has interest in Electronics. Scale 2 for experienced teacher; new graduates/qualified teachers also invited to apply.

Please send S.A.E. for application form and return to be able to the Head Teacher at the address above as soon as possible. (001251)

ENFIELD

LONDON BOROUGH OF
EDMONTON TECHNICAL COLLEGE
LECTURER GRADE I
REQ 2
To teach GCE 'A' Level CHEMISTRY, BIOLOGY
For further details see under Colleges and further appointments Column. (001109) 070-53

ESSEX

COLCHESTER ROYAL GRAMMAR SCHOOL
Roll 1180).
Boxted Road, Colchester.
Tel: Colchester 560325
GCE 'A' LEVEL TEACHERS - SCIENCE SCALE 2 and 3
September two posts for Physics and Chemistry to A level. Strong Science Department and exceptional facilities. Ability to contribute to wider activities welcome from new graduates/experienced.

TORPLESS SCHOOL
Roll 1180).
Boxted Road, Grays.
Tel: Grays Thurrock 31351
SCIENCE TEACHER - SCALE 2
To be responsible for Lower School courses and to own specialism to 'O' level. Ability to offer Chemistry in addition.
THE PLAISTOW SCHOOL
Roll 1040
Cambridge Road, Seaford CA19.
Tel: Seaford 24681
CHEMISTRY AND PHYSICS SCALE II
Required September 1981 for new expansion. Excellent facilities many of a sophisticated nature up to 'A' level.
Both all the above posts apply immediately to the Headteacher concerned.
(Roolstrap s.a.e. please). (002921)

HARROW

EDUCATION COMMITTEE
BOOKS HEATH HIGH SCHOOL
Elmgrove Lane South Harrow.
Middx.
Tel: 01 422 4612
Scale 2 (Point of Entry)
Required for September 1981 a teacher of Physics to teach GCE, CSE level and 'O' level Physics and Combined Science.
Application forms to be posted for 10th April from and to be returned to the Head Teacher by 24th April.
Please enclose s.a.e. addressed envelope. (002287) 070-53

HERTFORDSHIRE

COUNTY COUNCIL
HERTS COUNTY COUNCIL OF
HARPENDEN GIRLS' SCHOOL
HARPENDEN
Tel: 05827 62626
Roll 1000 (6 FORM ENTRY) UP TO 1
Well qualified teacher required for September to 'A' level and to teach some Physics to 'O' level. Ability to offer Chemistry to 'O' level also desirable. Science Block opened 1968 with well equipped laboratories.
Vacancy will attract applicant seeking substantial share of 'A' level work. He has interest in Electronics. Scale 2 for experienced teacher; new graduates/qualified teachers also invited to apply.
Please send S.A.E. for application form and return to be able to the Head Teacher at the address above as soon as possible. (001251)

ENFIELD

LONDON BOROUGH OF
SOUTHGATE TECHNICAL COLLEGE
LECTURER GRADE I
REQ 2
To teach GCE 'A' Level CHEMISTRY, BIOLOGY
For further details see under Colleges and further appointments Column. (001109) 070-53

ESSEX

COLCHESTER ROYAL GRAMMAR SCHOOL
Roll 1180).
Boxted Road, Colchester.
Tel: Colchester 560325
GCE 'A' LEVEL TEACHERS - SCIENCE SCALE 2 and 3
September two posts for Physics and Chemistry to A level. Strong Science Department and exceptional facilities. Ability to contribute to wider activities welcome from new graduates/experienced.

TORPLESS SCHOOL
Roll 1180).
Boxted Road, Grays.
Tel: Grays Thurrock 31351
SCIENCE TEACHER - SCALE 2
To be responsible for Lower School courses and to own specialism to 'O' level. Ability to offer Chemistry in addition.
THE PLAISTOW SCHOOL
Roll 1040
Cambridge Road, Seaford CA19.
Tel: Seaford 24681
CHEMISTRY AND PHYSICS SCALE II
Required September 1981 for new expansion. Excellent facilities many of a sophisticated nature up to 'A' level.
Both all the above posts apply immediately to the Headteacher concerned.
(Roolstrap s.a.e. please). (002921)

HARROW

EDUCATION COMMITTEE
BOOKS HEATH HIGH SCHOOL
Elmgrove Lane South Harrow.
Middx.
Tel: 01 422 4612
Scale 2 (Point of Entry)
Required for September 1981 a teacher of Physics to teach GCE, CSE level and 'O' level Physics and Combined Science.
Application forms to be posted for 10th April from and to be returned to the Head Teacher by 24th April.
Please enclose s.a.e. addressed envelope. (002287) 070-53

HERTFORDSHIRE

COUNTY COUNCIL
HERTS COUNTY COUNCIL OF
HARPENDEN GIRLS' SCHOOL
HARPENDEN
Tel: 05827 62626
Roll 1000 (6 FORM ENTRY) UP TO 1
Well qualified teacher required for September to 'A' level and to teach some Physics to 'O' level. Ability to offer Chemistry to 'O' level also desirable. Science Block opened 1968 with well equipped laboratories.
Vacancy will attract applicant seeking substantial share of 'A' level work. He has interest in Electronics. Scale 2 for experienced teacher; new graduates/qualified teachers also invited to apply.
Please send S.A.E. for application form and return to be able to the Head Teacher at the address above as soon as possible. (001251)

ENFIELD

LONDON BOROUGH OF
SOUTHGATE TECHNICAL COLLEGE
LECTURER GRADE I
REQ 2
To teach GCE 'A' Level CHEMISTRY, BIOLOGY
For further details see under Colleges and further appointments Column. (001109)

Technical Studies

Heads of Department

CAMBRIDGESHIRE

HUNTINGDON AREA
LONGRANDS SCHOOL
St Neots, Huntingdon, Cambs.
(Community College since September 1981).
1850 on roll. 6th Form 190
Required for September 1981.
HEAD OF CRAFT, DESIGN AND TECHNOLOGY (M) (Scale 3).
Six large well equipped workshops plus graphics areas/ wide range of traditional courses. Good support for imaginative new approaches including those to the most able pupils and to Six Form students. Leisure ideas, organising ability and fruitful experience more relevant than age.
Further particulars and application form from Headmaster at the school (Tel: 0480 73289). (0072S3) 073-52

EALING

LONDON BOROUGH OF
Education Service
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex.
Telephone : 01-578 9182.
Head of Craft, Graphic & Visual Arts Faculty, Scale 4.
Due to the promotion of the present Head of Faculty, an experienced teacher is required for September 1981 to be responsible for the administration and continued development of the Creative and Visual Arts Faculty which is situated in a new, purpose-built craft block.
Wide experience of curriculum development in this area, Design Control Technology and Project Technology will be essential, and candidates will be expected to demonstrate their ability to lead a large team of teachers. The successful candidate will be responsible for Technology and will continue the links with local industry and commerce in the development of Technology to the benefit of the whole school community. A profile of the post will be sent on receipt of a stamped addressed envelope.
London Allowance £759.
Forms of application in the first instance, and a curriculum vitae including details of two referees should be sent to the Headmistress (EAE) at the school within fourteen days. (0011S) 073-52

ESSEX

COLCHESTER ROYAL GRAMMAR SCHOOL
(Mid 650, 180 6th Form) (boys)
Lexden Road, Colchester.
Tel: Colchester 41166
HEAD OF DEPARTMENT -
TECHNICAL SUBJECTS
September teacher to develop C.D.T. to close co-operation with strong applied science and art departments. New well equipped building 1981.
Scale 3 initially.
HEAD OF DESIGN
(Roll 1450) (11-18 years)
Required September 1981 Scale 3 (or Scale 2) for mixed Department with courses in Woodwork, Metalwork, Technology, Motor Vehicle Studies and Technical Graphics.
ST. CUTH'S SCHOOL
(Roll 1100)
St. Chad's Road, Tilbury.
Tel: Tilbury 5122
HEAD OF TECHNICAL STUDIES SCALE 3
Required September 1981. Well qualified and experienced teacher as Head of Technical Studies. The Department has four well-equipped workshops, spacious Drawing Office suite. Applications welcome from graduates and non-graduates. Salary by Scale 3 (+ LIA).
For all the above posts - apply immediately to the Headmaster concerned (foolscap s.a.e. please). 073-52

REDBRIDGE

LONDON BOROUGH OF
Education Services
CLEMENTS HIGH SCHOOL
Ruskin Road, Greenford, Middlesex.
Telephone : 01-578 9182.
Head of Craft, Design & Visual Arts Faculty, Scale 4.
Due to the promotion of the present Head of Faculty, an experienced teacher is required for September 1981 to be responsible for the administration and continued development of the Creative and Visual Arts Faculty which is situated in a new, purpose-built craft block.
Wide experience of curriculum development in this area, Design Control Technology and Project Technology will be essential, and candidates will be expected to demonstrate their ability to lead a large team of teachers. The successful candidate will be responsible for Technology and will continue the links with local industry and commerce in the development of Technology to the benefit of the whole school community. A profile of the post will be sent on receipt of a stamped addressed envelope.
London Allowance £759.
Forms of application in the first instance, and a curriculum vitae including details of two referees should be sent to the Headmistress (RAE) at the school within fourteen days. (0011S) 073-52

ESSEX

COLCHESTER ROYAL GRAMMAR SCHOOL
(Mid 650, 180 6th Form) (boys)
Lexden Road, Colchester.
Tel: Colchester 41166
HEAD OF DEPARTMENT -
TECHNICAL SUBJECTS
September teacher to develop C.D.T. to close co-operation with strong applied science and art departments. New well equipped building 1981.
Scale 3 initially.
HEAD OF DESIGN
(Roll 1450) (11-18 years)
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For all the above posts - apply immediately to the Headmaster concerned (foolscap s.a.e. please). 073-52

ENFIELD

LONDON BOROUGH OF
ST. IGNATIUS COLLEGE LOWER SCHOOL
Enfield Road, Enfield EN3 7HN
Tel: 01-363 6896. 420 Boys 11 - 15 years.
Under the direction of the Jesuit Fathers.
Required for September 1981 teaching of WOODWORK, DESIGN and TECHNOLOGY. Scale 2 available for suitable candidate. Excellent facilities, specialist rooms. Visits welcome.
London Allowance £498. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (foolscap SAE) obtainable from the Head Teacher at the school, to whom they should be returned as soon as possible. (00114) 073-53

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Gravesham Division
MEOPHAM SCHOOL
Wrotham Road, Meopham, Kent
(Roll 1,010 Mixed 11 - 18)
A high school under the Thamesside Schools umbrella, well established examination courses and excellent facilities. Required for September, 1981, a teacher for Technical Studies, Scale 3, with responsibility for Woodwork, able to continue to develop the design approach to the subject and to work with the rest of an established team.
Further particulars of the school may be obtained from the Headmaster (Meopham 814646) to whom applications should be made by letter. (011746) 073-53

SURREY

WEYDON COMPREHENSIVE SCHOOL
Farnham
(1000 pupils 12 - 16 years
For September, 1981, Scale 3 post in Technical Drawing, plus a little Mathematics. Examination work to 'O' level.
Ring Farnham 725052. (00538) 073-53

Scale 1 Posts

CAMBRIDGESHIRE

NORTHERN AREA
CHATTERIS COMMUNITY COLLEGE
Wenny Road, Chatteris, Cambs, PE16 6UU.
(11 - 18) (Mixed 645)
Tel: Chatteris 2193
Group 5. Roll 645
Principal: Mr. S. Knighton
Required for September, 1981. HEAD OF TECHNICAL STUDIES - SCALE 1 (Scale 2 according to qualifications and experience) to work for the present school year in the Technical Block, and then to transfer to open plan accommodation in the Visual Arts and Design Technology Centre.
Relocation Grant Scheme in approved cases.
Application forms and further details available from and returnable to the Headmaster at the School as soon as possible. (00669) 073-52

ENFIELD

LONDON BOROUGH OF
SOUTHGATE COUNTY SCHOOL
Waterfall Road, Southgate, N14 6LL
(Mixed Comprehensive on present site)
Required for September 1981, a suitably qualified and experienced teacher for Craft, Design and Technology. Scale 2 or Scale 3 dependent on qualifications and experience.
Applications will be welcomed from newly qualified teachers.
Initial assistance may be given towards the payment of removal expenses and temporary housing allowance.
Application forms and further details may be obtained from the Headmaster, with full curriculum vitae, to whom they should be returned as soon as possible. (00669) 073-52

HAMPSHIRE

FORT HILL SCHOOL
Eastworth Road, Winklebury, Basingstoke RG23 8JG.
A new school Group 10, 11 16 years with six form entry and developing as a Community School, required September 1981 Scale 1 Teacher of Craft, Design and Technology.
Candidates should have experience in a wide range of materials and will be required to teach to G.C.E. 'O' /C.S.E. level. This is a developing department with new and excellent workshop facilities.
Application forms and further details from the Headmaster (s.a.e. required) Telephone 24311. (01174) 073-50

HAMPSHIRE

APPLEMORE COMPREHENSIVE SCHOOL
Roman Road, Dibden Purlieu Southampton
N.O.R. 850 approx.
Scale 1 Metal Work and /or Wood-work Teacher required. Ability to mix with Sixth Form pupils an advantage. Salary Required September 1981 or before.
Application and curriculum vitae with s.a.e. to Headteacher. (00349) 073-50

HAMPSHIRE

THE WESTGATE SCHOOL
Cheriton Road, Winchester.
(11 - 18 Comp Mixed 1000 on Roll)
Craft, Design and Technology. Good facilities in recently built workshops.
Letter of application to Headteacher with full curriculum vitae, the names and full addresses of two referees and s.a.e. (00538) 073-50

HEREFORD & WORCESTER

COUNTY COUNCIL

THE JOHN KYRLE HIGH SCHOOL
Ledbury Road, Ross-on-Wye, Herefordshire, HR9 7BT.
(11 - 18)

Required for September a qualified teacher of Design Technology, Scale 1 to join a department of 4. A particular interest in metal and plastics is desirable.

Grammar and Secondary Schools have recently merged to form one Comprehensive School for this very beautiful town and rural area.

Applications by letter with curriculum vitae, telephone and addresses of two referees to the Principal (S.A.E.) 073-50

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
THE BARNWELL SCHOOL
Stevenage.
Alternative 850 on roll rising to 880 in September 1981 (with form of over 100)
Craft, Design Required for September 1981, with energy and enthusiasm, to work as a member of the Craft Department within an Art & Craft Faculty. An interest and willingness to be involved in some teaching in other areas of the curriculum would be welcomed.
The Craft Department teaches Wood and Metalwork, Technical Drawing and Engineering and a Technology course will be introduced next September.
Willingness to participate in the school's programme of after- school activities will be an advantage. New posts to cater for forthcoming 5th year.
Further details available.
Apply by letter to the Headmaster giving relevant details and the names of two referees. (00685) 073-50

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
WATFORD SCHOOL
Mill Lane, Cheshunt, Herts EN8 9BH
(850 mixed: all ability: 80 in Sixth Form)
Teacher of TECHNICAL STUDIES, Scale 2, required September 1981, associated with other teachers in the teaching of Metalwork, Woodwork, Design and Technology in mixed 11-18 setting would be welcomed.
School is pleasantly situated and with excellent facilities.
Please apply to the Headmaster by letter in the form of sliding details of qualifications and experience, together with the names of two referees. (00687) 073-50

HUMBERSIDE

EDUCATION COMMITTEE
WINTERINGHAM SCHOOL
Winteringham, North Humberside
Required from April 1981 only
HEAD OF CRAFTS (M) METALWORK OR WOODWORK to join a recently established suite comprising not only traditional workshops for Woodwork, Metalwork, Drawing Offices, but also a large project area suitable for the maintenance, boat building, plastic moulding and the use of glass reinforced plastics.
Application forms and further information obtainable from the Headteacher, to whom completed forms should be returned by 8th April, 1981. (01131) 073-52

HERTFORDSHIRE

COUNTY COUNCIL
STEVENAGE DIVISION
THE BARNWELL SCHOOL
Stevenage.
Alternative 850 on roll rising to 880 in September 1981 (with form of over 100)
Craft, Design Required for September 1981, with energy and enthusiasm, to work as a member of the Craft Department within an Art & Craft Faculty. An interest and willingness to be involved in some teaching in other areas of the curriculum would be welcomed.
The Craft Department teaches Wood and Metalwork, Technical Drawing and Engineering and a Technology course will be introduced next September.
Willingness to participate in the school's programme of after- school activities will be an advantage. New posts to cater for forthcoming 5th year.
Further details available.
Apply by letter to the Headmaster giving relevant details and the names of two referees. (00685) 073-50

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
WATFORD SCHOOL
Mill Lane, Cheshunt, Herts EN8 9BH
(850 mixed: all ability: 80 in Sixth Form)
Teacher of TECHNICAL STUDIES, Scale 2, required September 1981, associated with other teachers in the teaching of Metalwork, Woodwork, Design and Technology in mixed 11-18 setting would be welcomed.
School is pleasantly situated and with excellent facilities.
Please apply to the Headmaster by letter in the form of sliding details of qualifications and experience, together with the names of two referees. (00687) 073-50

HUMBERSIDE

EDUCATION COMMITTEE
WINTERINGHAM SCHOOL
Winteringham, North Humberside
Required from April 1981 only
HEAD OF CRAFTS (M) METALWORK OR WOODWORK to join a recently established suite comprising not only traditional workshops for Woodwork, Metalwork, Drawing Offices, but also a large project area suitable for the maintenance, boat building, plastic moulding and the use of glass reinforced plastics.
Application forms and further information obtainable from the Headteacher, to whom completed forms should be returned by 8th April, 1981. (01131) 073-52

ENFIELD

LONDON BOROUGH OF
SOUTHGATE COUNTY SCHOOL
Waterfall Road, Southgate, N14 6LL
(Mixed Comprehensive on present site)
Required for September 1981, a suitably qualified and experienced teacher as Head of Technical Studies. The Department has four well-equipped workshops, spacious Drawing Office suite. Applications welcome from graduates and non-graduates. Salary by Scale 3 (+ LIA).
For all the above posts - apply immediately to the Headmaster concerned (foolscap s.a.e. please). 073-52

REDBRIDGE

LONDON BOROUGH OF
HAINAULT FOREST HIGH SCHOOL
Hainault Road, Chigwell, Essex IG7 5DU
Required for September 1981, a Teacher of TECHNICAL DRAWING, mainly to O Level plus 'A' Level. This is a temporary appointment for one year, a strong possibility of permanent post. Scale 1.

Application forms and further details from the Headmaster (SAE please). (00510) 073-50

CROYDON

LONDON BOROUGH OF

HALING MANOR HIGH
Keedra Hall Road, South Croydon CR2 9AJ
Telephone : 01-681 1141
Teletalk : 1st September 1981.
Required for September 1981 Teacher of Woodwork.
Salary Burnham Scale 1, with London Area Allowance.
Please send S.A.E. for application form and return, to be received by 16th April at the above address as soon as possible. (00676) 073-50

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)
PALMER SCHOOL
Church Road, Shoreham
(13 - 18 Mixed Comprehensive 1500 on roll)
RE-ADVERTISEMENT - Previous application not proceeded with.
Required - SEPTEMBER 1981, HEAD OF TECHNICAL STUDIES - SCALE 1 (Scale 2 according to qualifications and experience) to work for the present school year in the Technical Block, and then to transfer to open plan accommodation in the Visual Arts and Design Technology Centre.
Relocation Grant Scheme in approved cases.
Application forms and further details available from and returnable to the Headmaster at the School as soon as possible. (00669) 073-52

ENFIELD

LONDON BOROUGH OF
SOUTHGATE COUNTY SCHOOL
Waterfall Road, Southgate, N14 6LL
(Mixed Comprehensive on present site)
Required for September 1981, a suitably qualified teacher for Craft, Design and Technology. Scale 2 or Scale 3 dependent on qualifications and experience.
Applications will be welcomed from newly qualified teachers.
Initial assistance may be given towards the payment of removal expenses and temporary housing allowance.
Application forms and further details may be obtained from the Headmaster, with full curriculum vitae, to whom they should be returned as soon as possible. (00669) 073-52

BARNET

LONDON BOROUGH OF
CHURCH FARM SCHOOL
Church Farm Lane, Edgware, Middx. HA8 8QP
(11 - 16 Mixed Comprehensive)
Required September 1981 Teacher of TECHNICAL STUDIES (Woodwork) Scale 2 (Scale 3 if appointed to Head of Department) which will become responsible for co-ordinating and developing workshop and design-based subjects.
LAYTON SCHOOL
COMPREHENSIVE SCHOOL
(Roll 1040)
Southern Way, Harlow CM18 7BL.
Tel: Harlow 39401
HEAD OF TECHNICAL STUDIES SCALE 3
Required September 1981. Well equipped Department with courses in Woodwork, Metalwork, Technology, Motor Vehicle Studies and Technical Graphics.
ST. CUTH'S SCHOOL
(Roll 1100)
St. Chad's Road, Tilbury.
Tel: Tilbury 5122
HEAD OF TECHNICAL STUDIES SCALE 3
Required September 1981. Well qualified and experienced teacher as Head of Technical Studies. The Department has four well-equipped workshops, spacious Drawing Office suite. Applications welcome from graduates and non-graduates. Salary by Scale 3 (+ LIA).
For all the above posts - apply immediately to the Headmaster concerned (foolscap s.a.e. please). 073-52

REDBRIDGE

LONDON BOROUGH OF
CLEMENTS HIGH SCHOOL
Ruskin Road, Greenford, Middlesex.
Telephone : 01-578 9182.
Head of Craft, Graphic & Visual Arts Faculty, Scale 4.
Due to the promotion of the present Head of Faculty, an experienced teacher is required for September 1981 to be responsible for the administration and continued development of the Creative and Visual Arts Faculty which is situated in a new, purpose-built craft block.
Wide experience of curriculum development in this area, Design Control Technology and Project Technology will be essential, and candidates will be expected to demonstrate their ability to lead a large team of teachers. The successful candidate will be responsible for Technology and will continue the links with local industry and commerce in the development of Technology to the benefit of the whole school community. A profile of the post will be sent on receipt of a stamped addressed envelope.
London Allowance £759.
Forms of application in the first instance, and a curriculum vitae including details of two referees should be sent to the Headmistress (RAE) at the school within fourteen days. (0011S) 073-52

SUFFOLK

EAST BERGHOLT HIGH SCHOOL
(11 - 16 mixed comprehensive roll 710)
East Bergholt Colchester Essex
HEAD OF CRAFT, DESIGN & TECHNOLOGY SCALE 3
Craft Design and Technology required September 1981.
Forms and further details available from the Headteacher (s.a.e. please). (00684) 073-52

Other Posts on Scale 2 and above

BARNET

LONDON BOROUGH OF
CHURCH FARM SCHOOL
Church Farm Lane, Edgware, Middx. HA8 8QP
(11 - 16 Mixed Comprehensive)
Required September 1981 Teacher of TECHNICAL STUDIES (Woodwork) Scale 2 (Scale 3 if appointed to Head of Department) which will become responsible for co-ordinating and developing workshop and design-based subjects.
LAYTON SCHOOL
COMPREHENSIVE SCHOOL
(Roll 1040)
Southern Way, Harlow CM18 7BL.
Tel: Harlow 39401
HEAD OF TECHNICAL STUDIES SCALE 3
Required September 1981. Well equipped Department with courses in Woodwork, Metalwork, Technology, Motor Vehicle Studies and Technical Graphics.
ST. CUTH'S SCHOOL
(Roll 1100)
St. Chad's Road, Tilbury.
Tel: Tilbury 5122
HEAD OF TECHNICAL STUDIES SCALE 3
Required September 1981. Well qualified and experienced teacher as Head of Technical Studies. The Department has four well-equipped workshops, spacious Drawing Office suite. Applications welcome from graduates and non-graduates. Salary by Scale 3 (+ LIA).
For all the above posts - apply immediately to the Headmaster concerned (foolscap s.a.e. please). 073-52

REDBRIDGE

LONDON BOROUGH OF
HAINAULT FOREST HIGH SCHOOL
Hainault Road, Chigwell, Essex IG7 5DU
Required for September 1981, a Teacher of TECHNICAL DRAWING, mainly to O Level plus 'A' Level. This is a temporary appointment for one year, a strong possibility of permanent post. Scale 1.

Application forms and further details from the Headmaster (SAE please). (00510) 073-50

SUFFOLK

EAST BERGHOLT HIGH SCHOOL
(11 - 16 mixed comprehensive roll 710)
East Bergholt Colchester Essex
HEAD OF CRAFT, DESIGN & TECHNOLOGY SCALE 3
Craft Design and Technology required September 1981.
Forms and further details available from the Headteacher (s.a.e. please). (00684) 073-52

Other Posts on Scale 2 and above

BARNET

LONDON BOROUGH OF
CHURCH FARM SCHOOL
Church Farm Lane, Edgware, Middx. HA8 8QP
(11 - 16 Mixed Comprehensive)
Required September 1981 Teacher of TECHNICAL STUDIES (Woodwork) Scale 2 (Scale 3 if appointed to Head of Department) which will become responsible for co-ordinating and developing workshop and design-based subjects.

KENT

COUNTY COUNCIL
Education Committee
Dover Division
WALMER SECONDARY SCHOOL
Salisbury Road, Walmer
(440 on roll (mixed including a small VI Form)
Required for September 1981 a graduate TEACHER OF DESIGN STUDIES to join a department with facilities for Fine Art, Ceramics, Woodwork, Metalwork, Home Economics, Needlecraft, Child Care and Technical Drawing at this modern school. An enthusiastic approach to integrating unpolitic castline and situated subjects to General and Certificate Examination work to C.S.E. and G.C.E. 'O' Level, is desirable. Interest in Technical Drawing and Design Work in Wood would be an advantage.
Letters of application, together with the names of two referees to the Headmaster, Walmer School, Salisbury Road, Deal.

ASHFORD AND DEVISION

Duncan Bowen High School
(Roll 1275)
Hamilton Road, Ashford, Kent
Required September ASSISTANT IN TECHNICAL STUDIES (HEAD'S MENT, to teach Craft Design and Technology, mainly to Lower School. Post suitable for newly-qualified teacher, but some examination work available. Forms from Headmaster.
Applications in writing with full curriculum vitae, and names of referees should be made directly to the Headmaster, whom further particulars are available. (0073

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
Shepway Division
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headteacher : B. Waller, B.A.
Roll 730 boys.
Required for September, a well-qualified METALWORK teacher to join a successful Technical Studies department. Well-equipped workshop available. Responsible for teaching complete age range up to and including O-Level Design & Technology.
Scale II post available for experienced teacher, but a new entrant to the profession would be appointed initially on Scale 1.
Apply by letter to the Headmaster (from whom further details on request) enclosing curriculum vitae and names of two referees. (01152) 073-90

REDBRIDGE

LONDON BOROUGH OF

TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Wells, IG8 7TE
Telephone: 01-504 8756.
Head: J.P. Greene, B.Sc. (Econ.), J.P.

Required for September 1981 a teacher of Craft Design and Technology to teach to 'O' level mixed 4FE comprehensive school with courses to 'O' and 'A' level.

The ability to teach Design and Technology should be useful but the main teaching will be in Technical Drawing and Graphic Communication.

The post is on Scale 1, with Outer London Allowance of £498.

Further details and forms are available (from the Headmaster at the school) to whom completed forms should be returned by 8th April, 1981. (01265) 073-50

SEFTON

METROPOLITAN BOROUGH OF
MAGHULL HIGH SCHOOL
Manor Road, Crosby, Liverpool, L21 2AW
TEACHER OF CRAFT, DESIGN & TECHNOLOGY (Scale 1) required September, 1981 to teach CDT and possibly offer G.C.E. and possibly wood-work would be an advantage.
Apply by letter to the Headmaster, enclosing curriculum vitae, names and addresses of two referees and a s.a.e.
Closing date 8th April, 1981. (00688) 073-50

OXFORDSHIRE

COUNTY COUNCIL

GOSFORD HILL SCHOOL
Kidlington, Oxford
No. on Roll: 1300

Young enthusiastic teacher required for Design /Technology Department as from September 1981. Requirements:

(a) A bias towards Woodwork;
(b) The ability to teach T.D or Graphic Communication to 'O' level;
(c) An interest in Electronics could be useful.

This is a Scale 1 post, but the possibility of a Scale 2 exists for a suitably experienced and interesting applicant.

Apply in writing with full curriculum vitae, and naming two referees, to the Headteacher. SAE please. (01282) 073-90

OXON

THE CHERWELL SCHOOL
Marston Ferry Road, Oxford, OX2 7EE

Group 10, N.O.R. 650 (VIth) 11 - 18

Required for September 1981 a Technical Subjects teacher (Scale 1). The successful applicant should be interested in a Design Technology approach and able to teach Woodwork (Metalwork the school has a good and including 'O' level. Additional Workshop facilities will be available.

Further details and application forms are available from the Headteacher (s.a.e. please). (01162) 073-50

KENT

COUNTY COUNCIL
EDUCATION COMMITTEE
Shepway Division
THE HARVEY GRAMMAR SCHOOL
Folkestone.
Headteacher : B. Waller, B.A.
Roll 730 boys.
Required for September, a well-qualified METALWORK teacher to join a successful Technical Studies department. Well-equipped workshop available. Responsible for teaching complete age range up to and including O-Level Design & Technology.
Scale II post available for experienced teacher, but a new entrant to the profession would be appointed initially on Scale 1.
Apply by letter to the Headmaster (from whom further details on request) enclosing curriculum vitae and names of two referees. (01152) 073-90

NEWHAM

LONDON BOROUGH OF
CUMBERLAND SCHOOL
Prince Regent Lane, Plaistow, E13 8SG

Head Teacher: J.A. McDonald, M.A.

Number on roll: 1250
Assistant Teacher of Metalwork Scale 1
Required: September 1981 or as soon as possible thereafter appointed will be required to teach Craft Design and Technology in the Third, Fourth and Fifth Years to C.S.E. and to G.C.E. Level.

London Allowance: £759 plus Social Priority Allowance

Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 8th April, 1981. (01265) 073-90

OXFORDSHIRE

COUNTY COUNCIL

GOSFORD HILL SCHOOL
Kidlington, Oxford
No. on Roll: 1300

Young enthusiastic teacher required for Design /Technology Department as from September 1981. Requirements:

(a) A bias towards Woodwork;
(b) The ability to teach T.D or Graphic Communication to 'O' level;
(c) An interest in Electronics could be useful.

This is a Scale 1 post, but the possibility of a Scale 2 exists for a suitably experienced and interesting applicant.

Apply in writing with full curriculum vitae, and naming two referees, to the Headteacher. SAE please. (01282) 073-90

OXON

THE CHERWELL SCHOOL
Marston Ferry Road, Oxford, OX2 7EE

Group 10, N.O.R. 650 (VIth) 11 - 18

Required for September 1981 a Technical Subjects teacher (Scale 1). The successful applicant should be interested in a Design Technology approach and able to teach Woodwork (Metalwork the school has a good including 'O' level. Additional Workshop facilities will be available.

Further details and application forms are available from the Headteacher (s.a.e. please). (01162) 073-90

REDBRIDGE

LONDON BOROUGH OF

TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Wells, IG8 7TE
Telephone: 01-504 8756.
Head: J.P. Greene, B.Sc. (Econ.), J.P.

Required for September 1981 a teacher of Craft Design and Technology to teach to 'O' level mixed 4FE comprehensive school with courses to 'O' and 'A' level.

The ability to teach Design and Technology should be useful but the main teaching will be in Technical Drawing and Graphic Communication.

The post is on Scale 1, with Outer London Allowance of £498.

Further details and forms are available (from the Headmaster at the school) to whom completed forms should be returned by 8th April, 1981. (01265) 073-50

SEFTON

METROPOLITAN BOROUGH OF
MAGHULL HIGH SCHOOL
Manor Road, Crosby, Liverpool, L21 2AW
TEACHER OF CRAFT, DESIGN & TECHNOLOGY (Scale 1) required September, 1981 to teach CDT and possibly offer G.C.E. and possibly wood-work would be an advantage.
Apply by letter to the Headmaster, enclosing curriculum vitae, names and addresses of two referees and a s.a.e.
Closing date 8th April, 1981. (00688) 073-50

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM TECHNICAL HIGH SCHOOL FOR GIRLS
TECHNICAL STUDIES
Required from September 1981 teacher with responsibility for Technical Drawing and METALWORK or ENGINEERING.
Considerable flexibility in the balance between these subjects (what suits Woodwork and Engineering courses to 'O' and 'A' level. Also non-specialist courses in Design Engineering, Practical Projects and Technology.
Applications by letter, naming 2 referees, to the Headmaster, Chatham Technical High School for Boys, Hollycombe, Maidstone Road, Chatham, Kent, ME4 6JH Telephone Medway (0634) 48062.
ROCHESTER
THE HUNDRED OF HOO SCHOOL
High Road Hoo, St Werburgh Rochester
Applications are invited from well qualified teachers for the post of teacher for METALWORK and/or TECHNICAL DRAWING at this 11-18 per Comprehensive School. Well established courses with examination results well above the national average will seek to uphold the high standards of work and behaviour of the pupils.
Letters of application, with the names of two referees, to be forwarded to the Headmaster.
SWANLEY GRAMMAR SCHOOL FOR BOYS
Hilsbert Road, Faversham
Required September TEACHER OF TECHNICAL DRAWING able to assist with Woodwork. Possibility of Scale 3 post for suitably experienced applicant.
Applications to the Headmaster at the School, with curriculum vitae and names of two referees, to be forwarded as soon as possible. Applications cannot be acknowledged unless accompanied by S.A.E.
MAIDSTONE DIVISION
SUTTON VALENCE SCHOOL
Herton Road, Maidstone,
Kent. ME15 9YD
Tel: 0622 52101
Headmaster: P.A. J. Pettit MA D'Phil
Required for September 1981 a Teacher of TECHNICAL SUBJECTS to take a leading part in the development of this selective 11-18 co-ed 700 boys (Sixth Form 280) will open a new purpose built Sixth Form Centre. The appointment offers an exciting opportunity for a young graduate teacher, with an interest in Technical Studies, to share in the development of C.D.T. and Computer Studies.
Candidates should be capable of contributing also to Mathematics, Physics, Fairweather Computer Studies, Economics, Geography or Biology. Graduates in any discipline with a good A level pass in MATHEMATICS will be considered.
A Scale 2 appointment would be considered for a suitably experienced candidate.
Applications with curriculum vitae and names of referees should be made directly to the Headmaster, from whom further particulars are available. D077

SEPTON

METROPOLITAN BOROUGH OF
EDUCATION DEPARTMENT
BILLINGE HIGH SCHOOL
Rock Road, Billinge, Nr. Wigan, WN5 7EH
Required for September 1981 a TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (Scale 1) required September, 1981 equipped workshops, Drawing room. Opportunity to teach in all areas of the subject.
Application forms and further details are available, on receipt of a s.a.e., from the Headteacher of the school.
Closing date: 16th April, 1981. (00671) 073-90

SHEFFIELD

CITY OF EDUCATION
HIGH SCHOOL
Rock Road, Lane, High Green, Sheffield S30 4HL
The school is purpose-built, offering opportunities for the development of a variety of teaching styles and groupings. It pleasantly situated on the edge of open country, eight miles north of the city centre, opened in 1977 with an annual intake of 140 pupils and has increasing involvement with its neighbouring community.
A teacher for Technical Studies within a purpose-built design department. Practical approach to Design is important. An ability to teach Metalwork and Woodwork is needed and an interest in Technology may be an advantage. Scale 1.
Application forms are available from the Head Teacher to whom they should be returned by 10th April. (00615) 073-90

SUFFOLK

NACTON HEATH HIGH SCHOOL
(1,116 mixed comprehensive roll 1981)
Nacton Road, Ipswich.
Required from 1st September, 1981. Teacher of Craft Design and Technology to teach Craft, Design and Technology, Creative Studies faculty, developing a variety of courses for boys and girls of all ages to 'O' level standard.
Forms and further details available from Headteacher at the school (s.a.e. please). (00687) 073-90

SUNDERLAND

BOROUGH OF
EDUCATION DEPARTMENT
HOUGHTON FEEDER SCHOOL (Group 10)
Hetton Road, Houghton-le-Spring, Tyne & Wear.
Required for September, 1981: Teacher of Technical Studies (Scale 1). A suitably qualified teacher to join the Craft Department. Current courses include 'O' level Technical Woodwork, etc., to Advanced level.
Application forms obtainable from the headteacher at the school or receipt of a stamped addressed (foolscap envelope to be returned to him by 17th April, 1981. (00686) 073-90

WARWICKSHIRE

DUNSMORE SCHOOL FOR GIRLS
Ashlawn Road, Rugby
Group 10 (Roll 1,000 aged 11 - 18 (over 300 in 6th Form jointly operating with neighbouring Girls' School)

Required September, teacher for Engineering Science and Mathematics or Physical Science. Help with Games particularly welcome.

Apply by letter to the Head enclosing curriculum vitae and naming two referees. Indication you would make up the fifth person in school team please! (00635) 073-50

WIRRAL

METROPOLITAN BOROUGH

BIRKENHEAD INSTITUTE
HIGH SCHOOL
Tollemache Road, Birkenhead.
Telephone 051 652 4177
(No. 7 - 051 - 653 5757)

Required for September 1981 TEACHER OF WOODWORK, CRAFT, DESIGN & TECHNOLOGY or METALWORK Scale 1.

The School is a 10 - 18 Comprehensive with 720 boys on roll. The Heavy Craft Department is a thriving one with a Motor Vehicle section.

Application forms and further details are obtainable from the Headmaster at the address below and to be returned by 17th April, 1981. (00628) 073-90

Other Posts on Scale 2 and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHING POOL OF MOBILE TEACHERS

The Kent County Council is creating a limited number of teachers in the pool of Mobile Teachers. Applications are invited from graduates and non-graduates who are able to give effective assistance in a variety of teaching situations, particularly in teachin Mathematics, Science, Craft Design & Technology and Modern Languages in Secondary Schools.

Appointments will be as a permanent basis with teachers normally being appointed to Category (Scale 3) with prospects of promotion to Category II (Scale 4).

It is a condition of appointment that the teachers should reside within the South-West Kent area (i.e. further South than the Medway towns and not further east than Headcorne. Assistance with removal expenses, etc., is given to approved cases.

An allowance is paid to the travelling assistant for the use of a car and a current driver's licence is desirable.

Forms of application and further details may be obtained by applying to the Personal Assistant Officer, Rat Pit, Springfield, Maidstone, Kent ME14 2LT.

Closing date 21st April, 1981 (00634) 073-90

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA

JOHN BUNYAN UPPER SCHOOL
Mile Road, Bedford.
(Roll 1,000) (13 - 18)
Headmaster : Mr. F. Risley M.A.

(13 - 18 Upper School - Sixth Form 170)

Required for September 1981, GENERAL STUDIES TEACHER, Scale 1 to be established and thriving Combined Studies /Learning Resources Department. Experience of, or interest in, the teaching of basic Humanistic and English and a live interest in pupils with learning problems is desirable.

The successful applicant will also have a driving licence as the department makes extensive use of the school minibus.

Application forms and further details from the Headteacher at the school. 00630)

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
Wolverton Unit, Wolverton Lane, Kents
Enthusiastic teacher required to age pupils mainly learning at individual problems. Scale 1 or 2.

Also under Secondary Pay Scale 1. 1005333 073-90

NORTHANTS

DEANSHANGER KINGSBROOK SCHOOL
(Stratford Road, Deanshanger Milton Keynes, MK19 6JJ)
SIXTH FORM TUTOR (SCALE 1)

Required for September, suitably qualified and experienced, preferably with Sixth Form experience, to join a team of 18 Comprehensive School teachers.

Applicants should state the teaching subject(s).

Deanshanger is situated approximately 5 miles from Milton Keynes, south of Northamptonshire and within easy reach of the M1 or M40.

Further details and application form from the Headteacher (S.A.E.) 1003283 073-90

GWENT COUNTY COUNCIL

REQUIRED FOR 1ST SEPTEMBER 1981

Applications are invited from qualified teachers for the following vacancies:

DUFFRYN COMPREHENSIVE SCHOOL, NEWPORT
GERMAN and/or FRENCH. Ability to teach one other subject to the lower school would be an advantage.
FAIRWATER COMPREHENSIVE SCHOOL, CWMBRAN
MATHEMATICS. Graduate in any discipline with a good A level pass in MATHEMATICS and the ability to teach Computer Studies to 'O' level.
CWMCARN HIGH SCHOOL
COMPREHENSIVE SCHOOL
ABERGAVENNY Rd., NEWPORT
ENGLISH. Graduate required to work in a strong department of 5 C.S.E. and 'O' level and other subjects. Graduate or non-graduate also required to teach some English to C.S.E. and 'O' level and other subjects. Graduate or non-graduate also required to teach some English to C.S.E. and 'O' level and other subjects.
WEST MON GRAMMAR SCHOOL
PONTYPOOL
The school is to re-organise as a 11-18 Comprehensive from September, 1981.
MUSIC to teach throughout the school up to 'O' and 'A' level. A temporary post for one year.
Application forms and further details are available, on receipt of a s.a.e., from the Headteacher of the school.
Closing date: 16th April, 1981. (00631) 073-90

SHEFFIELD

CITY OF EDUCATION
HIGH SCHOOL
Rock Road, Lane, High Green, Sheffield S30 4HL
The school is purpose-built, offering opportunities for the development of a variety of teaching styles and groupings. It pleasantly situated on the edge of open country, eight miles north of the city centre, opened in 1977 with an annual intake of 140 pupils and has increasing involvement with its neighbouring community.
A teacher for Technical Studies within a purpose-built design department. Practical approach to Design is important. An ability to teach Metalwork and Woodwork is needed and an interest in Technology may be an advantage. Scale 1.
Application forms are

SPECIAL SCHOOLS
SCALE 1 continued

The children will be mainly of secondary age and enthusiasm and dedication will be needed. The hours will be 9.30am each week extraneous duties. Applications from others with little or no experience but sensitive to the needs of young handicapped children will also be considered.

All teachers are, however, expected to have additional qualified as Teacher of the Visually Handicapped or be willing to work towards taking up the appointment.

Applications in writing with curriculum vitae and names and addresses of two referees to the Headmaster. (0035341) 114-90

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)

WOODSIDE SCHOOL
Manse Farm, Mouslecoomb, Brighton.

Required SEPTEMBER 1981: Teacher for (aged 10-11 years) children who have learning difficulties. Scale 3 + 200 plus Special Class Allowance.

Schools Allowance.
Relocation Grant Scheme in approved cases.

Application forms and further details available from on receipt of S.A.E. and for return to the Headmaster as soon as possible. (00659) 114-90

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)

ST. GEORGE'S HOUSE
39 to Rose Hill, Brighton

Required SEPTEMBER 1981 or earlier if possible: Teacher for General Subjects. Knowledge of Art is desirable. Special school allowance. Scale 3 + 200 plus Special Schools Allowance.

Relocation Grant Scheme in approved cases.

Application forms and further details available from on receipt of S.A.E. and for return to the Headmaster as soon as possible. (00640) 114-90

ESSEX

TREETOPS SCHOOL
(Roll 106)
Hall Road, Grays,
Tel: Grays 78735
(4-Form Scale 1).

Required for Summer Term teacher to take charge of woodwork /metalwork /art in purpose-built area. Scale 1 plus special school allowance and fringe allowance.

For further details contact headteacher (Geoscrap s.a.e. please). (00978) 114-90

HAMPSHIRE

BASINGSTOKE ST. THOMAS'
SCHOOL
No. on Roll 73 Group 6S.
Required for September 1981, a teacher to take the place of a teacher on secondment. The post would preferably be a qualified teacher of the deaf with an interest in craft and secondary boys names and physical education.

Further information etc. from the Headteacher, St. Thomas School, Darlington Road, Basingstoke. RG21 2NZ. (003421) 114-90

HEREFORD & WORCESTER

COUNTY COUNCIL

ROSE HILL DAY SPECIAL SCHOOL
Windermere Drive, Wrgnton, Worcester, WR4 9JL

Required for September, 1981. Assistant Teacher (Scale 1/2) to be in charge of a small group of young children in our Special Care Unit. The children are all severely physically and mentally handicapped and some have additional handicaps. Experience with handicapped children is necessary and the successful candidate will have the support of a well qualified and experienced team.

Application forms and further details obtainable from the Headmistress on receipt of a foolscap s.a.e. (011841) 114-90

HILLINGDON
LONDON BOROUGH OF

MOORCROFT ESN(S) SCHOOL
Harlington Road, Hillingdon, Uxbridge UB8 3HD

Required for September 1981, teacher to be responsible for the PE programme in this Group 4 Special School (ESN (S)), the post carrying with senior class. Applicant should be interested in multi-activity swimming and Sherborne Movement programmes. There is a possibility of a Scale 2 for an suitably qualified and experienced teacher proved to be responsible for the organisation of educational visits.

Applications would also be welcomed from teachers seeking their first appointment. Ability to work as a member of a close knit team essential.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middx. (Tel. Uxbridge 50467 to whom they should be returned as soon as possible. London Allowance payable. (00874) 114-90

LINCOLNSHIRE

SLEAFORD COUNTY SECONDARY SCHOOL
Roll 842
Scale 1 plus Special Schools Allowance.
ASSISTANT required from autumn 1981 for this new ESN Unit, which will cater for children aged 11 - 16.

Further particulars and forms obtainable from the Divisional Education Officer, PO Box 2, County Offices, Sleaford, Lincs (s.a.e.). Closing date 17 April 1981. (00687) 114-90

ST. HELENS
EDUCATION COMMITTEE

HURST SCHOOL
SCALE 1 SPECIAL SCHOOLS ALLOWANCE

Teacher required for a group of 11 - 14 year olds in a team teaching setting at this School for 130 pupils, aged 11 - 16 years, with learning difficulties.

MERE HOUSE UNIT,
NEWTON-LE-WILLOWS
SCALE 1 PLUS SPECIAL SCHOOL'S ALLOWANCE

An experienced teacher is required in this special unit for emotionally disturbed children of primary school age. Teaching is mainly in small groups and a four year is operated.

Application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1BN, to whom completed forms should be returned as soon as possible. Closing date 27th April 1981. (00078) 114-90

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)

ST. GEORGE'S HOUSE
39 to Rose Hill, Brighton

Required SEPTEMBER 1981 or earlier if possible: Teacher for General Subjects. Knowledge of Art is desirable. Special school allowance. Scale 3 + 200 plus Special Schools Allowance.

Relocation Grant Scheme in approved cases.

Application forms and further details available from on receipt of S.A.E. and for return to the Headmaster as soon as possible. (00640) 114-90

ESSEX

TREETOPS SCHOOL
(Roll 106)
Hall Road, Grays,
Tel: Grays 78735
(4-Form Scale 1).

Required for Summer Term teacher to take charge of woodwork /metalwork /art in purpose-built area. Scale 1 plus special school allowance and fringe allowance.

For further details contact headteacher (Geoscrap s.a.e. please). (00978) 114-90

HAMPSHIRE

BASINGSTOKE ST. THOMAS'
SCHOOL
No. on Roll 73 Group 6S.
Required for September 1981, a teacher to take the place of a teacher on secondment. The post would preferably be a qualified teacher of the deaf with an interest in craft and secondary boys names and physical education.

Further information etc. from the Headteacher, St. Thomas School, Darlington Road, Basingstoke. RG21 2NZ. (003421) 114-90

HEREFORD & WORCESTER

COUNTY COUNCIL

ROSE HILL DAY SPECIAL SCHOOL
Windermere Drive, Wrgnton, Worcester, WR4 9JL

Required for September, 1981. Assistant Teacher (Scale 1/2) to be in charge of a small group of young children in our Special Care Unit. The children are all severely physically and mentally handicapped and some have additional handicaps. Experience with handicapped children is necessary and the successful candidate will have the support of a well qualified and experienced team.

Application forms and further details obtainable from the Headmistress on receipt of a foolscap s.a.e. (011841) 114-90

HILLINGDON
LONDON BOROUGH OF

MOORCROFT ESN(S) SCHOOL
Harlington Road, Hillingdon, Uxbridge UB8 3HD

Required for September 1981, teacher to be responsible for the PE programme in this Group 4 Special School (ESN (S)), the post carrying with senior class. Applicant should be interested in multi-activity swimming and Sherborne Movement programmes. There is a possibility of a Scale 2 for an suitably qualified and experienced teacher proved to be responsible for the organisation of educational visits.

Applications would also be welcomed from teachers seeking their first appointment. Ability to work as a member of a close knit team essential.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middx. (Tel. Uxbridge 50467 to whom they should be returned as soon as possible. London Allowance payable. (00874) 114-90

LINCOLNSHIRE

SLEAFORD COUNTY SECONDARY SCHOOL
Roll 842
Scale 1 plus Special Schools Allowance.
ASSISTANT required from autumn 1981 for this new ESN Unit, which will cater for children aged 11 - 16.

Further particulars and forms obtainable from the Divisional Education Officer, PO Box 2, County Offices, Sleaford, Lincs (s.a.e.). Closing date 17 April 1981. (00687) 114-90

ST. HELENS
EDUCATION COMMITTEE

HURST SCHOOL
SCALE 1 SPECIAL SCHOOLS ALLOWANCE

Teacher required for a group of 11 - 14 year olds in a team teaching setting at this School for 130 pupils, aged 11 - 16 years, with learning difficulties.

MERE HOUSE UNIT,
NEWTON-LE-WILLOWS
SCALE 1 PLUS SPECIAL SCHOOL'S ALLOWANCE

An experienced teacher is required in this special unit for emotionally disturbed children of primary school age. Teaching is mainly in small groups and a four year is operated.

Application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1BN, to whom completed forms should be returned as soon as possible. Closing date 27th April 1981. (00078) 114-90

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)

ST. GEORGE'S HOUSE
39 to Rose Hill, Brighton

Required SEPTEMBER 1981 or earlier if possible: Teacher for General Subjects. Knowledge of Art is desirable. Special school allowance. Scale 3 + 200 plus Special Schools Allowance.

Relocation Grant Scheme in approved cases.

Application forms and further details available from on receipt of S.A.E. and for return to the Headmaster as soon as possible. (00640) 114-90

DEVON

CHELFHAM MILL SCHOOL
Barnstaple, Devon
Maladjusted junior boys.
Qualified and/or infant trained teacher required to commence 21st April.

Applicants without teaching experience considered as training given in our behavioural approach. Apply (Tel. Chelfham 1018381) 114-90

DEVON

Please see block advertisement on page 41. (000301) 114-90

DEVON

WEST OF ENGLAND SCHOOL for children with little or no sight, Countess Wear, Exeter
Applications are invited for the following posts in this post vacant from September 1981.

Teacher of BOYS' PHYSICAL EDUCATION for the middle and upper school and GENERAL SUBJECTS with a mixed ability group of 11 - 12 year olds.

Qualification and experience of teaching blind and partially sighted children desirable. Applications from others with little or no experience but sensitive to the needs of young handicapped children will also be considered.

All teachers are, however, expected to have additional qualified as Teacher of the Visually Handicapped or be willing to work towards taking up the appointment.

Applications in writing with curriculum vitae and names and addresses of two referees to the Headmaster. (0035341) 114-90

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)

WOODSIDE SCHOOL
Manse Farm, Mouslecoomb, Brighton.

Required SEPTEMBER 1981: Teacher for (aged 10-11 years) children who have learning difficulties. Scale 3 + 200 plus Special Class Allowance.

Schools Allowance.
Relocation Grant Scheme in approved cases.

Application forms and further details available from on receipt of S.A.E. and for return to the Headmaster as soon as possible. (00659) 114-90

EAST SUSSEX

COUNTY COUNCIL (BRIGHTON AREA)

ST. GEORGE'S HOUSE
39 to Rose Hill, Brighton

Required SEPTEMBER 1981 or earlier if possible: Teacher for General Subjects. Knowledge of Art is desirable. Special school allowance. Scale 3 + 200 plus Special Schools Allowance.

Relocation Grant Scheme in approved cases.

Application forms and further details available from on receipt of S.A.E. and for return to the Headmaster as soon as possible. (00640) 114-90

ESSEX

TREETOPS SCHOOL
(Roll 106)
Hall Road, Grays,
Tel: Grays 78735
(4-Form Scale 1).

Required for Summer Term teacher to take charge of woodwork /metalwork /art in purpose-built area. Scale 1 plus special school allowance and fringe allowance.

For further details contact headteacher (Geoscrap s.a.e. please). (00978) 114-90

HAMPSHIRE

BASINGSTOKE ST. THOMAS'
SCHOOL
No. on Roll 73 Group 6S.
Required for September 1981, a teacher to take the place of a teacher on secondment. The post would preferably be a qualified teacher of the deaf with an interest in craft and secondary boys names and physical education.

Further information etc. from the Headteacher, St. Thomas School, Darlington Road, Basingstoke. RG21 2NZ. (003421) 114-90

HEREFORD & WORCESTER

COUNTY COUNCIL

ROSE HILL DAY SPECIAL SCHOOL
Windermere Drive, Wrgnton, Worcester, WR4 9JL

Required for September, 1981. Assistant Teacher (Scale 1/2) to be in charge of a small group of young children in our Special Care Unit. The children are all severely physically and mentally handicapped and some have additional handicaps. Experience with handicapped children is necessary and the successful candidate will have the support of a well qualified and experienced team.

Application forms and further details obtainable from the Headmistress on receipt of a foolscap s.a.e. (011841) 114-90

HILLINGDON
LONDON BOROUGH OF

MOORCROFT ESN(S) SCHOOL
Harlington Road, Hillingdon, Uxbridge UB8 3HD

Required for September 1981, teacher to be responsible for the PE programme in this Group 4 Special School (ESN (S)), the post carrying with senior class. Applicant should be interested in multi-activity swimming and Sherborne Movement programmes. There is a possibility of a Scale 2 for an suitably qualified and experienced teacher proved to be responsible for the organisation of educational visits.

Applications would also be welcomed from teachers seeking their first appointment. Ability to work as a member of a close knit team essential.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middx. (Tel. Uxbridge 50467 to whom they should be returned as soon as possible. London Allowance payable. (00874) 114-90

LINCOLNSHIRE

SLEAFORD COUNTY SECONDARY SCHOOL
Roll 842
Scale 1 plus Special Schools Allowance.
ASSISTANT required from autumn 1981 for this new ESN Unit, which will cater for children aged 11 - 16.

Further particulars and forms obtainable from the Divisional Education Officer, PO Box 2, County Offices, Sleaford, Lincs (s.a.e.). Closing date 17 April 1981. (00687) 114-90

ST. HELENS
EDUCATION COMMITTEE

HURST SCHOOL
SCALE 1 SPECIAL SCHOOLS ALLOWANCE

Teacher required for a group of 11 - 14 year olds in a team teaching setting at this School for 130 pupils, aged 11 - 16 years, with learning difficulties.

MERE HOUSE UNIT,
NEWTON-LE-WILLOWS
SCALE 1 PLUS SPECIAL SCHOOL'S ALLOWANCE

An experienced teacher is required in this special unit for emotionally disturbed children of primary school age. Teaching is mainly in small groups and a four year is operated.

Application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1BN, to whom completed forms should be returned as soon as possible. Closing date 27th April 1981. (00078) 114-90

STAFFORDSHIRE

EDUCATION COMMITTEE
MEREWOOD SCHOOL FOR PARTIALLY HEARING CHILDREN
Rushmore Hall, Nr. Burton Upon Trent.

VACANCY ENTHUSIASTIC TEACHER required for September, 1981 to be responsible for teaching and developing boys' French. Applicants should have an interest and ability in the Science stream to be an advantage but not essential. The person appointed would be expected to teach in the upper part of this all-age school. Salary on Scale 1 plus special schools allowance. Extraneous duties to a maximum of 12½ hours per week for which an additional allowance of £583 per annum is paid.

Further details and application forms obtainable from and returns to, the Headteacher. (003187) 114-90

WARWICKSHIRE

BRAMCOTE HOSPITAL
SCHOOL
Bramcote, Nuneaton, CV11 6GL

Qualified teacher required September 1981 / August 1982 to work with severely educationally handicapped children between the ages of 5 and 16 years in the Carol Unit. Salary Scale 1 + £88A Special Schools Allowance.

Application forms and further details available from the Head at the School. (00838) 114-90

WILTSHIRE

DOWNLAND SCHOOL
Devizes, Wilts.

Required for September, 1981: Qualified Teacher of the Deaf (MASTER /MISTRESS) with responsibility for the Nursery Class (11 - 16 boys with moderate learning difficulties). Scale 3 + 200 plus Special Schools Allowance. Applications in writing to the Headmaster. (003111

Physical Education

Heads of Department

HAMPSHIRE

NORTH FORELAND LODGE
Sherfield-on-Loddon, Near Basingstoke.
Qualified Resident Teacher required September to be in charge of P.E. Department in Senior Independent Boarding School with 150 girls. Main Winter games Lacrosse. Summham scale 2 rising 11 with Teachers superannuation.
Apply Headmistress. (00853) 136-22

Other Assistants

ESSEX

FRIENDS' SCHOOL
Saffron Walden
Coeducational boarding school, governed by Society of Friends (current 320 pupils, 75 in Sixth Form).
Required in September 1981, trained and experienced teacher to take charge of girls' physical education. Hockey, tennis, swimming, athletics. Preferably resident, able to take charge as Housemistress of girls' boarding house. Burnham Scale 2 point.
Inquiries for full details to the Head, John Woods. (01287) 136-90

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL
Letchworth
Telephone : 04626 3183

(A co-educational boarding and day school for 420 pupils aged between 3½and 18)

Required for September 1981 a teacher of GIRLS' PHYSICAL EDUCATION AND GAMES for 7 - 18 year olds.

We seek an energetic teacher ready to welcome a variety of contribution to this informal community in a period of rapid development. Accommodation may be available for someone willing and able to live resident. Burnham related salary and Government Superannuation terms.

Further details from the Head, Colin Field, to whom application should be made as soon as possible enclosing a full c.v., and naming two referees. (01789) 136-90

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8R
Required in September 1981 a fully qualified P.E. Specialist to assist in the teaching of the subject throughout the school with an interest in Dance and the ability to teach Netball to a high level, a second subject, preferably academic, is essential. Salary - JAGS scale (Burnham plus) with inner London Addition and recognised Government Superannuation.
Apply with testimonials and the names of two referees, to the Head Mistress as soon as possible. (00353) 136-90

WORCESTER

THE ALICE OTTLEY SCHOOL
Worcester, WR1 1HW

(540 girls in the Senior School, of whom 190 are in the VI form)

Required for September 1981, Assistant Teacher of Physical Education, with particular strength in Lacrosse. Duty of Department of 3 full-time and 4 part-time staff.

Please apply to the Headmistress giving a curriculum vitae and the names and addresses of two referees. (00007) 136-90

Religious Education

Heads of Department

PORTSMOUTH

ST. JOHN'S COLLEGE
Head: Rena Rome.
(650-815 boys)
Independent School 630 boys 11 to 18 years, 5 to 6 Stream Entry.
Required for September 1981, Head of RELIGIOUS EDUCATION. Scale 3 (+ depending upon qualifications and experience).
The successful candidate will have a B.E. specialist room, the Chaplain to assist, and one of the week.
Further information and application forms available from the Headmaster, returnable by April 9th. (01482) 136-90

Other Assistants

OXFORDSHIRE

OXFORD HIGH SCHOOL
Belbroughton Road, Oxford OX2 6AA.
Required from September, a part-time teacher of Religious Studies for Middle School (up to age 14).
Please apply to the Headmistress, giving the names and addresses of two referees. Salary £715 p.a. (00859) 137-90

Science

Heads of Department

DERBYSHIRE

ST ALPHIN'S SCHOOL
Church Drive, Spondon, Derby DE21 7JP
Church of England Service and Church Controlled.
HEAD OF SCIENCE. Graduate (PHYSICS) required for September 1981 to lead Science Department of 11 to 18 mixed Comprehensive. Laboratory block. The appointment will be made on Scale 4 (Burnham plus) with inner London addition. Some interest in Computer Studies would be welcomed.
Apply in writing to the Headmaster, giving details of qualifications and names of 2 referees. (00004) 136-90

EAST SUSSEX

ST. BEDE'S SCHOOL
The Dicker, Near Hailsham
A GRADUATE to teach BIOLOGY to 'O' and 'A' level is required for September 1981 when this co-educational school enters a further phase of expansion. The duties and ability to play a fully active part in games-cum-activities is essential.
Apply in writing, with full curriculum vitae and names of two referees to the Headmaster. (00826) 136-90

Other Assistants

ESSEX

FARR SCHOOL FOR GIRLS
30-32 Park Road, Bishop's Stortford, Herts.
Independent Grammar School with Preparatory Department.
(240 pupils, 50 Staff)
Qualified Teacher required, full-time, for September 1981 to take charge of Science Laboratory (A level Biology, Human Biology, Physics, Chemistry).
State Teachers Superannuation or Social Security Contributions with qualifications and experience.
Salary, Burnham Scale 1, (interim) to be confirmed.
Apply, in the first instance briefly, to Headmistress, Mrs R. J. Bennett, at the above address, stating ex cast experience. (01268) 136-90

GLOUCESTERSHIRE

BREDON SCHOOL
Bishopsmeadow, Tewkesbury
Independent Boys' Boarding and Day School (11 - 18 years)
A GRADUATE teacher to come with effect from September 1981 to teach mainly BIOLOGY to GCE and CSE, and GENERAL SCIENCE to lower forms.
This post requires an enthusiastic person with the qualities and experience for future consideration to be Head of the Department.
Resident, for single applicants; married house for married applicants unless the candidate wishes to be non-resident. Salary Burnham Scale 2 (Middle School) bonus, pension, free midday meal. Assistance for married accommodation and removal expenses.
Salary: Burnham Scale 1 or 2 depending on experience, superannuation and pensions terms.
Apply to The Headmaster for application form, Bredon School, Pull Court, Bredon, Tewkesbury, Glos.(Tel: 06845 366), (01684) 136-90

HAMPSHIRE

SALESIAN COLLEGE
Farnborough.
(Independent R.C. Grammar, 480 boys)
Required for September, 1981, graduate to teach maths, biology to 'O' level.
Apply to the Head Master with curriculum vitae and names of two referees. (00082) 136-90

HAMPSHIRE

SALESIAN COLLEGE
Farnborough.
(Independent RC Grammar 480 boys)
Required for September, 1981, a graduate to teach maths/biology to 'O' level.
Apply to the Head Master with curriculum vitae and names of two referees. (00084) 136-90

SURREY

ROYAL NAVAL SCHOOL
Haslemere. GU27 1HG
(300 girls)
Required in September, 1981, due to retirement, experienced Graduate to take charge of PHYSICS teaching throughout the school to 'O', 'A' and 'S' level (London Board). Flourishing and well equipped Science Department with good numbers of University entrants annually. Non resident post. Burnham Scale 3.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress by 1st May. (00367) 136-22

Other Assistants

BERKSHIRE

PRESENTATION COLLEGE
63 Bath Road, Reading, Berks
Required September 1981: Graduate to teach PHYSICS to 'A' level.
Presentation College is an independent day grammar school for boys which is conducted by the presentation Brothers, a Roman Catholic Religious Congregation. The College caters for about 550 students in addition to a number of different Christian denominations.
The Science Department caters about 200 candidates for Physics at 'A' level each year and about 60 candidates at 'O' level.
Burnham scale according to experience.
Applications with curriculum vitae, telephone number of the names of two referees to the Headmaster. (00235) 136-90

COVENTRY

COVENTRY SCHOOL
(King Henry VIII and Bablake)
Required in September a well qualified CHEMIST to teach to O level at Bablake (Coeducational, roll 820, Sixth Form 210). The appointment is a very strong one. Fifth Form candidates take the experimental 16+ examination.
Details of school in Public Schools Yearbook. Burnham Salary Scale 3 for experienced graduate, together with Coventry School Allowance.
Apply at once by letter giving curriculum vitae, names and addresses of referees and details of extra-curricular interests to the Deputy Headmaster, Coventry School, Bablake, Coventry CV1 4AU. (00005) 136-90

CUMBRIA

FRIENDS' SCHOOL
Wigton, Cumbria, CA7 0BG.
Co-educational Boarding and Day School (160 pupils) on fringe of Lake District National Park.
Required April, 1981, Mistress, resident or non-resident, to teach BIOLOGY to 'A' level, 'O' level and CSE.
Accommodation available on generous terms for single teacher.
Apply to the Headmaster, giving particulars of training and the names of two referees. (00557) 136-90

DEVON

EXETER SCHOOL
(HMC 630 BOYS)
Requires for September 1981 a graduate to teach Biology to 'O' and 'A' level and CSE.
Apply to the Headmaster, giving particulars of training and the names of two referees. (00557) 136-90

DEVON

EXETER SCHOOL
(HMC 630 BOYS)
Requires for September 1981 a graduate to teach BIOLOGY to 'A' level, 'O' level and CSE.
Accommodation available on generous terms for single teacher.
Apply to the Headmaster, giving particulars of training and the names of two referees. (00557) 136-90

DEVON

EXETER SCHOOL
(HMC 630 BOYS)
Requires for September 1981 a graduate to teach BIOLOGY to 'A' level, 'O' level and CSE.
Accommodation available on generous terms for single teacher.
Apply to the Headmaster, giving particulars of training and the names of two referees. (00557) 136-90

LONDON

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22 8R
Required in September 1981 a fully qualified P.E. Specialist to assist in the teaching of the subject throughout the school with an interest in Dance and the ability to teach Netball to a high level, a second subject, preferably academic, is essential. Salary - JAGS scale (Burnham plus) with inner London Addition and recognised Government Superannuation.
Apply with testimonials and the names of two referees, to the Head Mistress as soon as possible. (00353) 136-90

MIDDLESEX

ST. HELENS SCHOOL
Northwood, Middlesex.
Independent Day Boarding school. Senior Department 540 girls. Required in SEPTEMBER a fully qualified, graduate teacher of BIOLOGY up to SCHOLARSHIP and 'A' and 'S' level. The post is for two years, initially, with the possibility of it becoming permanent. Salary in accordance with Burnham scale, London rating.
Please apply to the Headmistress in writing giving the names of referees. (00355) 135-90

MIDDLESEX

HAMPTON SCHOOL
Hanworth Road, Hampton, Middx. TW12 3DU. 830 boys 640 in Sixth Form.
Required for September 1981 a graduate to teach Biology at all levels in the school, with possibly some Chemistry. Salary: Burnham plus additional responsibility allowance. Further information available.
Applications with full details and names of two referees to The Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex, TW12 3DU. (00741) 135-90

NOTTINGHAMSHIRE

TRENT COLLEGE
Long Eaton, Nottingham (06076 - 3164)
(HMC 575 pupils Aged 11 to 19, 140 in Sixth Form)
Required for September 1981 a graduate to teach Chemistry at all levels. A willingness to take part in other aspects of general studies would be welcomed with extra curricular games duties in the prevailing boarding school. Accommodation may be available. Burnham plus Trent allowances.
Applications to the Headmaster, giving names of two referees. (00717) 136-90

SURREY

EPSOM COLLEGE
Epsom
PHYSICS
(HMC 530 boarders, 240 day boys)
Required for September 1981 well qualified graduate to teach Physics throughout the school up to A level. Experience not essential. Accommodation available for single person and possibly for married person from salary scale. Good games and an interest in the duties of a boarding school an advantage.
Please apply with full curriculum vitae and names of two referees to Headmaster, Epsom College, Epsom, Surrey. (01625881) 136-90

SURREY

ST TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Independent Day and Boarding, 360 girls (11 - 18 years)
A vacancy will occur in September 1981 for a well-qualified Chemistry Teacher. The person appointed should be prepared to take school including 'O' and 'A' Level work. The post is part-time unless the applicant can offer some Mathematics to complete the time-table.
Burnham Scale. Government Superannuation. London 'Fringe' Allowance applicable.
Apply to the Headmistress with curriculum vitae and names, and addresses of two referees. (00053) 135-90

Graduate required to contribute to teaching up to and including 'A' level, and Mathematics to 'O' level. The successful candidate will be expected to share the Head of Physics's substantial extra-curricular contribution will be expected, and boarding duties. Experience will be an additional Salary Burnham, Scale 2 or 3 according to experience.

Write with full curriculum vitae and names and addresses of two referees to: The Headmaster, Downside School, Stratton-on-the-Fosse, Bath, Somerset BA3 4RJ. Telephone Shepton Mallet 3411. (00843) 135-90

SURREY

ST TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Independent Day and Boarding, 360 girls (11 - 18 years)
Required from September 1981 a part-time teacher of Drama. This is a post that lasts for three years, and forms an integral part of the timetable in the first three years. Burnham Scale, Government Superannuation, London 'Fringe' Allowance applicable.
Apply to the Headmistress with curriculum vitae and names and addresses of two referees. (00053) 141-90

Other than by Subject Classification

Heads of Department

WILTSHIRE

ST. MARY'S SCHOOL.
Calne.
Required for September 1981 an Assistant Mistress to take charge of a class of 6 - 8 year olds in our Junior School, Burnham Scale 2. Ability to teach P.E. a recommendation. Non-resident post.
Apply to the Headmistress with c.v. as soon as possible. (01136) 143-22

Other Assistants

BUCKINGHAMSHIRE

CROWN HOUSE INDEPENDENT CO-EDUCATIONAL COMBINED SCHOOL
18 London Road, High Wycombe, Buckinghamshire
Required for Summer term 1981, HEAD OF INFANTS to teach 6 to 7 year olds and be Co-ordinator of Nursery and Reception classes. Qualified teacher with 5 to 12 year old experience.
Salary to be agreed. Single accommodation available.
Apply to the Headmaster (Inclusive 8.A.E.). (00535) 143-90

DYFED

LLANDOVERY COLLEGE
Applications are invited for the following posts from September 1 1981:
(a) Head of Chemistry.
(b) ENGLISH with GENERAL STUDIES.
(c) FRENCH with HISTORY
Further details from the Warden, Llandovery College, Dyfed. (00081) 143-90

ESSEX

NORMANHURST SCHOOL
Station Road, Chingford, Essex.
Tel 01-529 4307
Required by R.C. Cannon, M.A. (Cantab.) B.Sc. (Econ.) Graduate teacher required :
(1) SENIOR MASTER. State subject(s) offered. The post carries special emolument.
(2) SCIENCE TEACHER. Special Allowance available.
The posts may be resident or non-resident. The School is on the edge of Epping Forest, and has a wide catchment area.
Apply in the first letter to the Headmaster. (00048) 143-90

HEREFORD & WORCESTER

HEATHFIELD SCHOOL
Ledbury, West Herefordshire
Required in September 1981, a qualified teacher of Biology to take and General Science to take charge of the Biology Dept. with the possibility of some senior work for a suitable candidate. Enthusiasm and willingness to take part in outdoor activities, especially Duke of Edinburgh Award, are important. The post will be resident.
Please apply to the Headmistress in writing giving the names of referees. (00055) 135-90

KENT

WELLESLEY HOUSE
Broadstairs, Kent, CT10 2DG.
(A.A.P.S.)
Required by Teacher, required by September to teach General subjects.
Single accommodation available.
There are good prospects and facilities for a keen games player, particularly Rugby, in a boarding school of 190 boys and girls.
Salary Burnham Scale 2 reductions for residence but supervision of boarders required, some weekends will be required.
Applications to the Headmaster, with curriculum vitae and names of referees.
Tel: Thanet 68991. (01564) 143-90

LONDON

TEACHERS
Required in the London area to offer tuition at evenings and weekends in CSE and 'O' level subjects particularly Mathematics, Physics and English.
Details of qualifications and experience to Home Tuition Service 19 Addington Square, London, SE22 6LA. (00056) 143-90

LONDON

Wanted Teacher various subjects (not English or History) for senior girls 14 - 18 years to 'O' Level. Good School, Easy access, good salary scale. Good games and an interest in the duties of a boarding school an advantage.
Please apply with full curriculum vitae and names of two referees to Headmaster, Epsom College, Epsom, Surrey. (01625881) 136-90

LONDON

LANCROFT'S SCHOOL
Woodford Green, Essex, IG8 ORF
(Girls boarding and day school. 300 pupils, 11 - 18 years.)
(60 in Sixth Form) 25 miles Central London.

Required for September, experienced graduate, part-time teacher of Chemistry. With some Junior Physics. Could be resident. If non-resident, might suit teacher returning to teaching - creche for staff babies. Burnham Scale, according to experience.

Please apply in writing, (no form) with curriculum vitae and the names and addresses of two references to the Headmistress. (01009) 135-90

KENT

WEST HEATH
Sevenoaks
SCIENCE
(350 girls, 12 - 18 years)
Required for September 1981 Graduate to share teaching of Chemistry and Biology throughout the school to 'A' level. The post is for resident or non-resident, but willingness to participate in boarding school life essential.
Salary Burnham Scale 1.
Apply in writing, with curriculum vitae and names addresses of two referees, to the Principal. (01267) 138-90

LANCASHIRE

OAKHILL COLLEGE
Wheat Lane, Whalley, Lancs. BB6 9AF
Required for September 1981, well qualified teacher of BIOLOGY up to 'O' level with junior Combined Science. Help with extra-curricular activities very welcome. Ability to offer some help in Junior Mathematics as advantage but not essential. (Scale 1).
Oakhill College is a Roman Catholic co-educational boarding and pupils aged 11 - 18 years, opened in September 1976.
Further details from the Headmaster to whom applications, preferably writing with curriculum vitae and the names of two referees should be sent as soon as possible. (01206) 139-90

LANCASHIRE

SCARISBRICK HALL SCHOOL
Scarisbrick, Lancs.
(Independent Co-Educational)
Graduate teacher of Physics to 'O' and 'A' level required, preferably from Summer term.
Apply to: The Headmaster, Scarisbrick Hall School, Scarisbrick, Lancs, Telephone 0704 880200. (01) 139-90

LONDON

ST. PAUL'S GIRLS' SCHOOL
Brook Green, Hammersmith, London W6 7BS
Required for September, 1981, a graduate to share in the teaching of PHYSICS throughout the school to University Scholarship standard. There is a practical approach to the teaching of the subject and excellent laboratories. Salary scale according to qualifications.
Apply to the High Mistress enclosing full curriculum vitae and the names and addresses of two referees. (00123) 138-90

LONDON

HAMERS GREEN HIGH SCHOOL
Bowers Road, London N21 3LJ.
Girls 4 - 18 years.
Required for September 1981 for senior school BIOLOGY teacher up to and including 'O' level.
Apply to the Headmistress with curriculum vitae and names of two referees. (00061) 139

WEST GLAMORGAN County Council

PROPOSED TERTIARY COLLEGE, NEATH

Principal Designate

(Post Ref. No. 1.3.81)

This new tertiary college, the first in the County, is to be formed by merging the existing technical college and sixth form provision in the Neath area.

The college will open in September 1982 and it is hoped that the appointment will commence in September 1981 or, at the latest, January 1982.

The Authority will be seeking a person who has appropriate academic background and a range of managerial experience, to provide creative leadership in a challenging new post.

This will be a Group 5 college with approximately 850 full-time and 1400 part-time students. Salary will be selected from the range £16467 to £17313 (plus 1981 award).

Application forms and further particulars are available from the Director of Education, Personnel Section, Princess House, Princess Way, Swansea SA1 4PD. Applicants are requested to forward a stamped addressed envelope, quoting the post reference number.

The closing date for the receipt of completed application forms is Thursday, 23rd April 1981.

London Borough of Enfield Education Department

SOUTHGATE TECHNICAL COLLEGE

Principal: W. A. G. Easton MA, CEng FIMechE FRSA

The following posts are available from 1 September 1981.

Ref M 2 PRINCIPAL LECTURER/DEPUTY HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING
The Department offers courses for the technical, production and motor vehicle craft and technician student and the successful candidate will have experience in one or more of these fields. Corporate membership of an appropriate professional institution is essential as is teaching experience in further education. An engineering degree is desirable.

LECTURERS GRADE II

Ref C 21 To teach SECRETARIAL SKILLS and to be responsible for organising all post-experience classes in those subjects.

Ref D 15 To teach ELECTRICAL POWER Subjects in TEC and OND (Technology) courses.

LECTURERS GRADE I — for all these posts appropriate practical experience and professional qualifications are required. Previous teaching experience would be an advantage but is not essential.

Ref B 13 To teach COMPUTER STUDIES and DATA PROCESSING to a range of courses including GCE 'A' level BEC/TEC Diploma and HND. A knowledge of BASIC and COBOL is required and experience with a PDP 11/40 computer an advantage.

Ref D 5 To teach GCE 'A' level CHEMISTRY/BIOLOGY (Nuffield and University of London syllabuses).

Ref D 16 To teach ELECTRICAL INSTALLATIONS.

Ref D 18 To teach ELECTRICAL/ELECTRONICS PRINCIPLES to TEC Certificate level.

Ref F 12 To teach MERCHANDISE HANDLING and PRODUCESSES to students on the Advanced level course of the British Display Society's Diploma in Retail Display.

Ref G 15 To teach HOTEL RECEPTION and RESTAURANT SERVICE to students on the City and Guilds 709 Hotel Reception and 707 Food Service courses.

Salary Scales (including London Allowance) — Scales currently under review
Principal Lecturer (11) £11,307–£12,210 (bar) — £13,743
Lecturer Grade II £6,516–£9,126
Lecturer Grade I £8,181–£9,483 — the initial placing on this scale depends on qualifications and experience.

Application forms and further particulars (s.a.e. marked with job reference) obtainable from the Principal, Southgate, LONDON N14 6BS, to whom they should be returned by Friday 24 April 1981.

TESK183

NORTH YORKSHIRE COUNTY COUNCIL

Scarborough Technical College

SCARBOROUGH TECHNICAL COLLEGE

Applications are invited for the following vacancies effective from 1 September, 1981.

Department of Arts and Adult Studies
Lecturer Grade II (Communication Studies)

To direct and teach City and Guilds 730 part-time teachers' course, and to take charge of a department section which includes General Studies, Life and Social Skills for the young unemployed and Compensatory Studies for ex- courses. Graduate or equivalent preferred.

Lecturer Grade I (Graphic Design/Advertising/Photography)

To teach Graphic Design, Industrial Design and allied courses, and to assist with DATEC Diploma and Certificate courses. BA or Dip. A.D. in appropriate discipline preferred.

Department of Business Studies
Senior Lecturer (Secretarial Studies)

To be responsible to the Head of Department for the overall supervision of the sections within the Department, and teach relevant appropriate subjects. Degree or equivalent professional qualifications preferred.

Lecturer Grade I (Business Studies)

To teach Geography of Tourism, Travel Agency and Transport, and General office and business subjects. Graduate, H.N.D. or appropriate professional qualifications preferred.

Department of Catering and Community Service
Lecturer Grade I (Qualified Food Science)

To teach the theory and practical aspects of food science and related subjects to courses studying for the TEC Diploma in Food, Catering and Institutional Operations, City and Guilds 706/1 and 706/2 examinations. Applicants should possess Degree or H.N.D. qualifications in Food Science subject or other relevant experience.

Lecturer Grade I (Food Preparation)

To teach theory and practical aspects of food preparation (primarily butler work) to courses leading for the TEC Diploma in Food, Catering and Institutional Operations and City and Guilds 706/1 and 706/2 examinations. Applicants should possess or be studying for the CGLI 706/1 FCAL examination or equivalent qualifications. Membership of the HCIMA would be an advantage but is not essential.

Department of Technology
Lecturer Grade I (Computer Studies/Mathematics)

To teach Computer Studies and Mathematics to varying Diploma in Technology (Engineering) courses. Candidates should be experienced engineers with post-graduate qualifications.

For all posts requiring industrial/commercial/teaching experience and teacher training would be an advantage.

Salaries — Lecturer (3) £4,314–£4,938; Lecturer Grade 2 £5,452–£10,431; Senior Lecturer £9,024–£11,307.

Application forms are available from the Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough, YO12 5BN. Telephone (0723) 71313 ext. 29, to be returned not later than 27 April, 1981.

TESK182

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ilea colleges

COCKPIT ARTS WORKSHOP
Gateforth Street
Marylebone NW8 8EH

COMMUNITY ARTS WORKER
(Lecturer Grade I — Burnham F.E.)

As experienced full-time Arts-in-Education worker is required from September 1981 within the 5 person Community Arts Team to develop and contribute a range of activities with both the local community and young people. An understanding of current social and educational trends, particularly amongst the 16+ age group, including short out of work, is essential.

Applicants should possess a high level of ability and experience in the theory and practice of theatre and other art forms in informal education.

Salary in accordance with the Burnham (FE) Lecturer Grade I scale within the range £4683–£8055 (under review) plus £759 London allowance.

Assistance may be given towards household removal expenses.

Apply immediately to the Director, Cockpit Theatre, Gateforth Street, Marylebone, London NW8 8EH, 01-262 7027, s.a.e. Completed forms by 17 April 1981.

HACKNEY COLLEGE
Department of General and Community Studies

Required ASAP
LECTURER GRADE II
for an ESN(S) School Leavers' Unit to develop a curriculum which will encourage the students to become as socially independent as possible. The person appointed should be qualified and experienced in this field and able to work within a multi-disciplinary section of unit. Experience of working with older pupils is essential.
Salary on an incremental scale within the range of £6013-£9702 (plus £759 inner London Allowance) starting point dependent on qualifications, training and experience. Salary subject to formal approval.
Further details and application forms from the Centre Manager, Hackney College, Ayrsome Road, London N16.
Returned within 7 days of the appearance of this advertisement.

SOUTH LONDON COLLEGE
Knights Hill, SE27 0TX

LECTURERS GRADE 2 IN:
(a) PHYSICS AND
(b) GEOLOGICAL TECHNIQUES

The College seeks to appoint to these posts, tenable from 1 September, 1981.

Applicants should have qualifications relevant to the subjects, tenable from 1 September, 1981.

Applicants should have qualifications relevant to the subjects, tenable from 1 September, 1981.

Applicants should possess a recognised qualification and have had appropriate industrial/teaching experience.

The successful candidate will be responsible to the Head of Department for the supervision of practical work, and for the other members of staff taking Food Science subjects.

Application form and further particulars (s.a.e.) from the Principal, North Oxon Technical College, Technology Centre, Pyrtle Way, Bicester, Oxon OX6 7XA. Completed applications should be returned within 10 days of the appearance of this advertisement. Canvassing will disqualify. (00680) 183-90

GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
(INCORPORATING GLOUCESTERSHIRE COLLEGE OF TECHNOLOGY, CHELTENHAM)
DEPARTMENT OF FOOD TECHNOLOGY

SENIOR LECTURER IN FOOD SCIENCE required to teach students following Bakery and Confectionery and Catering courses up to BND level, duties to commence 1 September, 1981.

Applicants should possess a recognised qualification and have had appropriate industrial/teaching experience.

The successful candidate will be responsible to the Head of Department for the supervision of practical work, and for the other members of staff taking Food Science subjects.

Application form and further particulars (s.a.e.) from the Principal, North Oxon Technical College, Technology Centre, Pyrtle Way, Bicester, Oxon OX6 7XA. Completed applications should be returned within 10 days of the appearance of this advertisement. Canvassing will disqualify. (00680) 183-90

GWENT
COUNTY COUNCIL
FURTHER EDUCATION MID GWENT COLLEGE OF FURTHER EDUCATION
Pontypool

LECTURER 1 in HOTEL RECEPTION and Ancillary subjects. Applicants must have had considerable experience in the Hotel and Catering Industry and preferably be certificated teachers who have a degree or other suitable professional qualification. (This is a re-advertisement).

Application forms from Director of Education, Cwmbran, Gwent. NP44 2XG, to whom completed forms should be returned to the Principal at the College by the 15th April, 1981.

Successful applicants will be required to submit a satisfactory medical report on appointment. (00876) 183-90

HERTFORDSHIRE
WARE COLLEGE
Scotts Road, Ware, Herts.

LECTURER 1 to teach Social and Life Skills on a full-time students throughout the college and to contribute to the work of Counselling.

Further particulars and application forms (to be returned within 14 days of this advertisement).

Available from the principal. (00810) 183-90

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford Herts WD1 3EZ
ENGINEERING DEPARTMENT

Applications are invited for the following posts:

LECTURER GRADE II IN ELECTRICAL AND ELECTRONIC ENGINEERING to teach on Craft Courses leading to the Technical Education Council in the subject areas of Electrical Engineering and Electronic Engineering. The opportunity may be available to assist on courses for the Technician Education Council Higher Certificate and Diploma.

LECTURER GRADE II IN MECHANICAL AND PRODUCTION ENGINEERING to teach on a range of Craft and Technician Education Council courses in the subject areas of Engineering Science, Workshop Processes, Engineering Science, Craft Theory and practice.

Salary in accordance with Burnham (F.E.) Scales.

Application form and further details from the Chief Administrative Officer, Watford Technical Association Road, Watford. (Watford 41311, Ext. 36). (00736) 183-90

LANCASTER
ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

LECTURER IN COMPUTING

Applications are invited from qualified graduates with appropriate experience for appointment from 1st September, 1981 to the post of Lecturer II /Senior Lecturer in Computing. The post will be filled with in-service courses in the use of computers in primary schools, and also to give assistance with projects in the BA, BEd, and PGCE courses.

Further details and application form may be obtained from The Principal, St. Martin's College, Lancaster, LA1 3JD. Completed forms should be returned by 24th April. (00536) 183-90

VAUXHALL COLLEGE of Building and Further Education, Belmore Street, Wandsworth Road, SW8 London SW8 2JY
Tel: 01-628 4811

DEPARTMENT OF TECHNICAL STUDIES — LECTURING IN BUILDING SUPERVISORY STUDIES

Required as soon as possible to teach students on Supervisory Studies courses. Candidates should be suitably qualified and have had relevant experience, preferably in local authority maintenance or supervision. Salary Scale (Burnham): £6012 to £9702 plus £759 Inner London Allowance (subject to formal approval).

Department of Building Crafts

SENIOR LECTURER IN BUILDING CRAFTS

To be responsible through the Head of Department for the development and organisation of Finishing Trade courses, to act as departmental co-ordinator for servicing courses and to liaise with the Senior Lecturer, Apprenticeship Studies, on remedial requirements of the Department.

Applicants should have relevant experience in industry and further education, be qualified to provide academic leadership and preferably be teacher-trained.

Salary Scale (Burnham): £8952 to £10,539 plus £759 Inner London Allowance (subject to formal approval).

Further details and application forms from the Centre Manager, Hackney College, Ayrsome Road, London N16.

Returned within 7 days of the appearance of this advertisement.

SOUTH LONDON COLLEGE
Knights Hill, SE27 0TX

LECTURERS GRADE 2 IN:
(a) PHYSICS AND
(b) GEOLOGICAL TECHNIQUES

The College seeks to appoint to these posts, tenable from 1 September, 1981. Applicants should have qualifications relevant to the subjects, tenable from 1 September, 1981.

Applicants should possess a recognised qualification and have had appropriate industrial/teaching experience.

The successful candidate will be responsible to the Head of Department for the supervision of practical work, and for the other members of staff taking Food Science subjects.

Application form and further particulars (s.a.e.) from the Principal, North Oxon Technical College, Technology Centre, Pyrtle Way, Bicester, Oxon OX6 7XA. Completed applications should be returned within 10 days of the appearance of this advertisement. Canvassing will disqualify. (00680) 183-90

KINGSTON UPON THAMES
ROYAL BOROUGH
KINGSTON COLLEGE OF FURTHER AND HIGHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ
DEPARTMENT OF MATHEMATICS
SENIOR LECTURER IN MATHEMATICS

Required 1st September 1981
Post No. 7/81/01

Candidates should hold a good honours degree in Mathematics and have a teaching background at the intermediate level. Experience in applied mathematical experience would be an advantage.

The successful applicant will be required to undertake responsibilities in the organisation and work in the mathematics group within the Mathematics and Physics Division, to teach Mathematics/Computing to students following GCE, TEC, ACCA and other courses. The post demands qualities of flexibility and a keen interest in curricular developments.

Salary Scale £7,404 to £11,793 with a bar at £11,037 per annum under the London Weighting Scheme

LECTURER IN MATHEMATICS

Required 1st September 1981
Post No. 7/81/02

Candidates should preferably hold the Hairdressing Council Master Craftsman Certificate and the Ladies Hairdressing Certificate of the City and Guilds of London Institute. Trade experience is essential and teaching experience desirable. The post will offer an additional subject such as municipal engineering or basic electrotape. Applicants must be able to teach at all stages of the time of practical hairdressing and hairdressing in full-time and part-time day release students preparing for the City and Guilds of London Institute Hairdressing Examination (No. 760)

Salary in accordance with Burnham (F.E.) Lecturer I £4,683 to £8,055 plus London Area Allowance of £498 per annum.

Approved removal expenses may be paid to the successful candidate.

Application forms and further details are available from the Personnel Officer, Kingston College of Further and Higher Education, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ, quoting the appropriate post number. Telephone 01-546 6151, ext. 2433.

Completed forms should be returned by 24th April, 1981.

TESK188

Devon Education Committee
NORTH DEVON COLLEGE
Principal: G. F. Hird, J.P., M.A., F.B.I.M.

Applications are invited for the following posts to date from 1st September, 1981. North Devon College received approval to a Tertiary Centre in 1980 and has 1,200 full-time and 2,000 part-time students attending a wide range of courses. The College is located on a large self-contained site on the outskirts of Barnstaple.

Department of Business Studies

(i) Lecturer Grade II in English & Communications — the Department has 200 full-time students and various part-time courses. This appointment involves responsibility for preparing students for BEC National, BEC General and other full and part-time examination courses in Business Studies. Applicants at the minimum should have a degree and relevant experience in education.

(ii) Lecturer Grade II in Office Practice — to be responsible for this area of work including the running of a well-equipped office methods room. Applicants should be well-qualified in all aspects of office practice, have had appropriate business experience and be familiar with new office technology and procedures. The person appointed would also be required to assist in the teaching of shorthand and/or typewriting.

Department of Creative Arts

(iii) Lecturer Grade I in Art — the Department is responsible for art, music and theatre with a range of full-time courses, including the new DATEC General Diploma (D4) and provides servicing in all three areas for other sections of the College. Applicants preferably should have a degree, must be teacher trained and able to make a positive contribution to the total work of the Department and particularly be able to teach drawing to a high level.

Department of Food & Fashion

(iv) Lecturer Grade I in Catering Subjects — to teach of a range of courses in the Department which offers the OND in Food Subjects, General Catering and Hotel Reception Courses. Wide practical experience is essential for the post which may be of interest to an applicant wishing to obtain his/her first teaching post.

(v) Lecturer Grade I in Reception Courses — the Department has two full-time well-established Reception courses involving close links with local Hoteliers. Applicants must be suitably qualified and experienced in the hotel trade for a post which again may be of interest to a person looking for a first teaching appointment. Ability to make a contribution to the teaching of Accounting procedures would be an advantage.

Department of Mathematics & Science

(vi) Lecturer Grade I in Physics — the Department has 275 full-time students with a large number involved in G.C.E. Advanced level studies; currently there are some 100 full-time students following Physics courses at this level. Applicants must have a degree, be capable of teaching Physics at G.C.E. Advanced and Ordinary level with the ability to offer Chemistry an additional recommendation.

Salaries are in accordance with the Burnham Further Education Report for 1981. The Devon Authority does not assist with removal expenses.

Further particulars and forms of application can be obtained from the Principal, Barnstaple, Devon.

TESK189

COLLEGE FURTHER ED. continued

CUMBRIA
COUNTY COUNCIL
BARROW-IN-FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow-in-Furness
Department of Management, Business and General Studies. Required for 1 September 1981, or as soon as possible thereafter, a Lecturer Grade I to teach General Commercial Subjects including Book-keeping, Commerce and Office Practice. Ability to offer Liberal Studies assistance in Life and Social Skills courses would be an added advantage. Candidates should possess appropriate graduate or professional qualifications, practical business experience or a responsible level, teaching qualifications, and preferably, teaching experience.

Salary Scale £4,683–£8,055 (currently under review).

Further particulars and application form are available from the Principal to whom they should be returned no later than two weeks after the appearance of this advertisement. (00245) 183-90

ENFIELD
LONDON BOROUGH OF EDMONTON COLLEGE OF FURTHER EDUCATION
Montagu Road, Edmonton, N18 4EA
GENERAL EDUCATION STUDIES

Required for September 1981, a suitably qualified and experienced person for the following temporary full time post:

LECTURER I (Ref G309) to teach Mathematics and Physics to students following G.C.E. 'O' Level and Foundation courses, and arithmetic to students on Word Production courses and Youth Opportunities Programmes. This is a temporary post for one year only covering the absence of a member of staff on sabbatical leave.

Salary £4,683 – £8,055 (including London Allowance) (Under review).

Application forms (foolscap SAE) obtainable from The Principal, to whom they should be returned as soon as possible. (00115) 183-90

GWENT
COUNTY COUNCIL
FURTHER EDUCATION MID GWENT COLLEGE OF FURTHER EDUCATION
Pontypool

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Application forms from Director of Education, Cwmbran, Gwent. NP44 2XG, to whom completed forms should be returned to the Principal at the College by the 15th April, 1981.

Successful applicants will be required to submit a satisfactory medical report on appointment. (00876) 183-90

HERTFORDSHIRE
WARE COLLEGE
Scotts Road, Ware, Herts.

LECTURER 1 to teach Social and Life Skills on a full-time students throughout the college and to contribute to the work of Counselling.

Further particulars and application forms (to be returned within 14 days of this advertisement).

Available from the principal. (00810) 183-90

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford Herts WD1 3EZ
ENGINEERING DEPARTMENT

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LECTURER GRADE II IN ELECTRICAL AND ELECTRONIC ENGINEERING to teach on Craft Courses leading to the Technical Education Council in the subject areas of Electrical Engineering and Electronic Engineering. The opportunity may be available to assist on courses for the Technician Education Council Higher Certificate and Diploma.

LECTURER GRADE II IN MECHANICAL AND PRODUCTION ENGINEERING to teach on a range of Craft and Technician Education Council courses in the subject areas of Engineering Science, Workshop Processes, Engineering Science, Craft Theory and practice.

Salary in accordance with Burnham (F.E.) Scales.

Application form and further details from the Chief Administrative Officer, Watford Technical Association Road, Watford. (Watford 41311, Ext. 36). (00736) 183-90

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ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

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VAUXHALL COLLEGE of Building and Further Education, Belmore Street, Wandsworth Road, SW8 London SW8 2JY
Tel: 01-628 4811

DEPARTMENT OF TECHNICAL STUDIES — LECTURING IN BUILDING SUPERVISORY STUDIES

Required as soon as possible to teach students on Supervisory Studies courses. Candidates should be suitably qualified and have had relevant experience, preferably in local authority maintenance or supervision. Salary Scale (Burnham): £6012 to £9702 plus £759 Inner London Allowance (subject to formal approval).

Department of Building Crafts

SENIOR LECTURER IN BUILDING CRAFTS

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Applicants should have relevant experience in industry and further education, be qualified to provide academic leadership and preferably be teacher-trained.

Salary Scale (Burnham): £8952 to £10,539 plus £759 Inner London Allowance (subject to formal approval).

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Returned within 7 days of the appearance of this advertisement.

SOUTH LONDON COLLEGE
Knights Hill, SE27 0TX

LECTURERS GRADE 2 IN:
(a) PHYSICS AND
(b) GEOLOGICAL TECHNIQUES

The College seeks to appoint to these posts, tenable from 1 September, 1981. Applicants should have qualifications relevant to the subjects, tenable from 1 September, 1981.

Applicants should possess a recognised qualification and have had appropriate industrial/teaching experience.

The successful candidate will be responsible to the Head of Department for the supervision of practical work, and for the other members of staff taking Food Science subjects.

Application form and further particulars (s.a.e.) from the Principal, North Oxon Technical College, Technology Centre, Pyrtle Way, Bicester, Oxon OX6 7XA. Completed applications should be returned within 10 days of the appearance of this advertisement. Canvassing will disqualify. (00680) 183-90

KINGSTON UPON THAMES
ROYAL BOROUGH
KINGSTON COLLEGE OF FURTHER AND HIGHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ
DEPARTMENT OF MATHEMATICS
SENIOR LECTURER IN MATHEMATICS

Required 1st September 1981
Post No. 7/81/01

Candidates should hold a good honours degree in Mathematics and have a teaching background at the intermediate level. Experience in applied mathematical experience would be an advantage.

The successful applicant will be required to undertake responsibilities in the organisation and work in the mathematics group within the Mathematics and Physics Division, to teach Mathematics/Computing to students following GCE, TEC, ACCA and other courses. The post demands qualities of flexibility and a keen interest in curricular developments.

Salary Scale £7,404 to £11,793 with a bar at £11,037 per annum under the London Weighting Scheme

LECTURER IN MATHEMATICS

Required 1st September 1981
Post No. 7/81/02

Candidates should preferably hold the Hairdressing Council Master Craftsman Certificate and the Ladies Hairdressing Certificate of the City and Guilds of London Institute. Trade experience is essential and teaching experience desirable. The post will offer an additional subject such as municipal engineering or basic electrotape. Applicants must be able to teach at all stages of the time of practical hairdressing and hairdressing in full-time and part-time day release students preparing for the City and Guilds of London Institute Hairdressing Examination (No. 760)

Salary in accordance with Burnham (F.E.) Lecturer I £4,683 to £8,055 plus London Area Allowance of £498 per annum.

Approved removal expenses may be paid to the successful candidate.

Application forms and further details are available from the Personnel Officer, Kingston College of Further and Higher Education, Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ, quoting the appropriate post number. Telephone 01-546 6151, ext. 2433.

Completed forms should be returned by 24th April, 1981.

TESK188

MANCHESTER
EDUCATION COMMITTEE
THE MANCHESTER COLLEGE OF FURTHER EDUCATION
Whitworth Street West, Manchester M1 5WD
Telephone 061-953 2233

DEPARTMENT OF SCIENCE

Lecturer I in Engineering Science, Mathematics, Physics, Engineering Drawing and Electrical Engineering subjects to assist with the teaching of a wide range of courses including GCE 'A' level, BEC/TEC Diploma and Certificate courses, Industrial Studies courses and Liberal Studies courses. Applicants should be an Engineering Graduate or Technician with appropriate industrial experience and teaching experience would be an advantage.

Lecturer I in Mathematics to teach pure and applied mathematics to GCE 'A' level, Advanced Level Mathematics units for the Engineering certificate, higher certificate and diploma courses. An interest in computer Studies would be an advantage.

Lecturer I in Computer Studies to assist initially with the teaching of G.C.E. 'A' level computer studies and with the development of new B.A. and A & O courses. Familiarity with computer hardware and software essential. An understanding of alternative high-level languages and some business studies experience would be an advantage.

Applicants should be suitably qualified and preferably teacher trained. These posts are related to the Burnham Committee Report and are remunerated and need not necessarily be filled by applicants at the salaries given in the Report.

Completed forms should be returned to the Principal as soon as possible.

K185

MANCHESTER
EDUCATION COMMITTEE
THE MANCHESTER COLLEGE OF FURTHER EDUCATION
Whitworth Street West, Manchester M1 5WD (Near Dickens, Deansgate)
Telephone 061-953 2233

DEPARTMENT OF SCIENCE

LECTURER GRADE I in Science and Mathematics to teach Mathematics and Science subjects to students on B.E.C. courses, Liberal Studies courses and Access courses. Date Processing, Computer Studies and Elements of Data would be useful.

Application forms and further particulars may be obtained from the Senior Administrative Officer at the college to whom the completed forms should be returned by 24th April, 1981. (01159) 183-90

OXFORDSHIRE
COUNTY COUNCIL

SOUTH OXFORDSHIRE TECHNICAL COLLEGE
Deanfield Avenue
Henley, Oxon RG9 1UB

Required for September 1981, a Lecturer I to teach to full / range of Secretarial subjects. Appropriate professional qualifications and experience (including some teaching desirable). Salary: Lecturer I £5054 – £8055 according to qualifications and experience.

Apply for further particulars and application form (enclose S.A.E.) from the Principal to whom completed forms should be returned by 27th April, 1981. (00419) 183-90

WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £4683 – £8055
(under review)

FOOD PREPARATION

Required for 1st September 1981, in the Department of Catering & Related Subjects to commence in January 1982. Candidates should be well qualified and have relevant industrial experience with emphasis on the production kitchen. The successful candidate will be expected to teach Food Preparation and Cookery up to City and Guilds 706/2 level, to full-time and part-time students. Teaching qualifications and experience an advantage but not essential.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from and applications to The Vice Principal, Derby Road, Mansfield, Notts., NG18 5BA. Telephone: Mansfield (0623) 27181. Closing date April 24th, 1981. K183

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Newtown

LECTURING STAFF

Required for 1st September, 1981 to teach Catering & Related subjects to students on City & Guilds of London Institute Courses. Candidates should be suitably qualified and have relevant industrial experience. Teaching qualification and/or experience would be an advantage but not essential.

Salary Scale: Lecturer I £4,683–£8,055 (under review) plus £498 London Allowance.

Application forms and further details from the Principal, Montgomery College of Further Education, Canal Road, Newtown, Powys. Closing date 24th April, 1981. (01163) 183-90

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Canal Road
Newtown

LECTURING STAFF

SOCIAL & COMMUNICATIONS DEPARTMENT

LECTURER I IN CATERING SUBJECTS

Required for 1st September, 1981 to teach Catering & Related subjects to students on City & Guilds of London Institute Courses. Candidates should be suitably qualified and have relevant industrial experience. Teaching qualification and/or experience would be an advantage but not essential.

Salary Scale: Lecturer I £4,683–£8,055 (under review) plus £498 London Allowance.

Application forms and further details from the Principal, Montgomery College of Further Education, Canal Road, Newtown, Powys. Closing date 24th April, 1981. (01163) 183-90

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Canal Road
Newtown

LECTURING STAFF

SOCIAL & COMMUNICATIONS DEPARTMENT

LECTURER II IN CATERING SUBJECTS

Required for 1st September, 1981 to teach Catering & Related subjects to students on City & Guilds of London Institute Courses. Candidates should be suitably qualified and have relevant industrial experience. Teaching qualification and/or experience would be an advantage but not essential.

Salary Scale: Lecturer II £6,012–£9,702, plus £759 Inner London Allowance (subject to formal approval).

Application forms and further details from the Principal, Montgomery College of Further Education, Canal Road, Newtown, Powys. Closing date 24th April, 1981. (01163) 183-90

THE TIMES EDUCATIONAL SUPPLEMENT 3.4.81 63

COLLEGE OF FURTHER ED. continued

OXFORDSHIRE
COUNTY COUNCIL

NORTH OXFORDSHIRE TECHNICAL COLLEGE AND SCHOOL OF ART
Broughton Road, Banbury, Oxon

Required for September 1981.

(1) A Lecturer I in Business Studies (ECONOMICS) and COMMERCE to BEC General and National Students and to fourth and fifth year school pupils.

(2) Due to secondment, a temporary Lecturer I in Business Studies for one year to teach Accounts, Business Calculations and Commerce to BEC General and National students and to fourth and fifth year school pupils.

A degree or professional qualification and teacher training are desirable, and up-to-date commercial experience would be valuable.

Further details and application forms from the Principal (B.A.A. please) to be returned within 14 days after the appearance of this advert. (01168) 183-90

NOTTINGHAMSHIRE
COUNTY COUNCIL

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £4683 – £8055
(under review)
FURNITURE

Required September 1, 1981. In the Department of Construction. The person appointed will be concerned with the teaching of all aspects of furniture production to craft students. Applicants should possess appropriate O.N.C. qualifications together with suitable industrial experience. The successful candidate will teach mainly technical/theory subjects (will also assist with the teaching of upholstery in the practical area of the craft course).

Salary dependent on the salary scale according to qualifications and experience.

Application forms and further particulars are available from the Principal, Basford Hall College of Further Education, Stockhill Lane, Nottingham, NG6 8GB. Telephone 0602 784911. Closing date April 17, 1981.

WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £4683 – £8055
(under review)

FOOD PREPARATION

Required for 1st September 1981, in the Department of Catering and Related Subjects. Candidates should be well qualified and have had considerable industrial experience with emphasis on the production kitchen. The successful candidate will be expected to teach Food Preparation and Cookery up to City and Guilds 706/2 level, to full-time and part-time students. Teaching qualifications and experience an advantageous but not essential.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from and applications to The Principal, South Nottingham College, Clarendon Street, Nottingham, NG1 5GQ. Telephone 0602 411814. Closing date April 17, 1981.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Canal Road
Newtown

LECTURING STAFF

SOCIAL & COMMUNICATIONS DEPARTMENT

LECTURER II IN CATERING SUBJECTS

Required for 1st September, 1981 to teach Catering & Related subjects to students on City & Guilds of London Institute Courses. Candidates should be suitably qualified and have relevant industrial experience. Teaching qualification and/or experience would be an advantage but not essential.

Salary Scale: Lecturer II £6,012–£9,702, plus £759 Inner London Allowance (subject to formal approval).

Application forms and further details from the Principal, Montgomery College of Further Education, Canal Road, Newtown, Powys. Closing date 24th April, 1981. (01163) 183-90

SOMERSET
FROME COLLEGE
Frome

(FE College combined with 13 - 18 mixed comprehensive school, on separate sites)

For September 1981. Lecturer Grade II to teach TYPING, SHORTHAND and other Office Skills. An ability to attract Evening classes and an ability to offer other subjects.

Application form and details (SAE) from the Principal, Frome College, Bath Road, Frome.

Closing date 21 April 1981. (00705) 183-90

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Surrey KT17 3DS

Required as soon as possible: LECTURER II IN ENVIRONMENTAL/MATERIALS SCIENCE

Assigned subjects will include plaster for further particulars and application forms from the Principal.

Salary: LECTURER II: £6019 - £9702 p.a. plus £813 p.a. London Fringe Allowance. The salary scales are currently under review. Generous removal expenses in approved cases. (00716) 183-90

SUTTON
LONDON BOROUGH OF SUTTON COLLEGE OF FURTHER EDUCATION
Cheam Road, Carshalton, Surrey SM5 3EE.
Telephone 01 643 0091 (7 lines)

Principal: L P Lawrence MSc

LECTURER

Required for September 1981 in the Department of MECHANICAL ENGINEERING SALARY SCALE: Lecturer I £4,683 - £8,055 p.a. inclusive of £498 p.a.

Application forms and further particulars are available from the Personnel Officer, College to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Early visit to Alton and Wessex. (00697) 183-90

WALTHAM FOREST
WALTHAM FOREST COLLEGE
Department of Health Education, Art and Science.

LECTURER

Required from 1st September, 1981 to join a team teaching P.C.E.C., I.C.S.M., and other Local Authority courses.

Applicants should be qualified State Registered Nurses, preferably with experience in residential work.

Salary Lecturer Grade I £5,181 to £8,583 inclusive (Dependent upon qualifications and experience).

Application forms and further details from the Personnel Service Officer, Waltham Forest College, Forest Road, Walthamstow, E17 4JB. Telephone No. 01-527 5411 Ext. 36.

Closing date 17th April, 1981. (00084) 183-90

WEST BROMWICH
COLLEGE OF COMMERCE AND TECHNOLOGY
Woden Road South, Wednesbury.

LECTURING STAFF

LECTURER GRADE I - ENGLISH
Required September, 1981. Lecturer I to teach English and Communications for B.E.C. City and Guilds and G.C.E. 'O' level examinations.

SALARY: £4,683 - £8,055

Application form and further particulars are available from the Principal to whom completed forms should be returned by 21st April 30th. (11633) 183-90

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY
Hinckley Road, Nuneaton, CV11 6BH

Required September—
CIVIL ENGINEERING TECHNOLOGY AND CONSTRUCTION

PRINCIPAL LECTURER/UNIVERSITY HEAD

A graduate or chartered engineer with good commercial experience. Some flexibility or adjacent specialism is possible but the successful candidate will be expected to make a significant contribution to the Mechanical/Production Engineering field.

Salary £10,308 to £11,718 Rising to £13,443 per annum (+ 1981 Burnham Award).

SCHOOL OF ART

DIRECTOR OF BEAUTY THERAPY AND HAIRDRESSING DIVISION

A person with experience and qualifications relating to the work of this section of the School of Art to co-ordinate Beauty Therapy and Hairdressing courses.

Salary £8,583 to £10,539 per annum (+ 1981 Burnham Award).

DEPARTMENT OF MINING, ELECTRICAL ENGINEERING & INDUSTRIAL TRAINING

SOMERSET
SOMERSET COLLEGE OF AGRICULTURE AND HORTICULTURE
(Cannington College)

EXTRA-MURAL ORGANISER.

For further details see main Somerset County Council Composite Advertisement. (00119) 183-90

CUMBRIA COUNTY COUNCIL
Barrow in Furness College of Further Education
Howard Street, Barrow-in-Furness, Cumbria
(Tel: 0229 25017)

Principal:
*John E. J

UNIVERSITIES
continued

STRATHCLYDE

UNIVERSITY OF STRATHCLYDE

Applications are invited from suitably qualified graduates for a LECTURESHIP in the DEPARTMENT OF OFFICE ORGANISATION tenable from 1 September 1981. Applicants should be able to show competence /experience in at least two of the following respects :

(i) Recent experience in organising a sizeable office, preferably in the private sector.

(ii) A knowledge of the introduction of and use of electronic equipment in offices.

(iii) A knowledge of management systems as applied to offices.

(iv) A high degree of competence in and interest in the traditional secretarial skills.

(v) An authoritative knowledge of Office Organisation theory and that of allied subjects such as Secretarial Studies, Communications and Information Retrieval.

Salary Scale £6070 - £12860 per annum with placing according to qualifications and experience. USS benefit.

Application forms and further particulars (quoting 12.A.781) and enclosing a self-addressed envelope (9" x 6½") can be obtained from the Academic Appointments Officer, University of Strathclyde, Royal College Building, 204 George Street, Glasgow, G1 1XW with whom applications should be lodged by 15 April 1981. (00358) 311-90

THE OPEN UNIVERSITY

CENTRE FOR CONTINUING EDUCATION

COURSE CO-ORDINATOR

The Centre for Continuing Education is to appoint a course co-ordinator to contribute to future developments in the In-Service Education of Teachers Section.

He/she will initially work with the team concerned with a new course for teacher: "Curriculum in Action: an approach to evaluation", and will be expected to: deal with enquiries about the course from students, tutors, Local Education Authorities and other providers of in-service education; liaise with a number of Open University departments to ensure the smooth running of the course, carry out administrative duties including arranging meetings, preparing papers and organising work schedules.

In addition, the person appointed will be expected to make a contribution to the nationwide dissemination of Open University in-service materials.

Applicants should be graduates with relevant teaching experience and an interest in curriculum work. They should have a track record both as a member of a team and on their own initiative. The ability to develop a good working relationship with colleagues and providers in in-service is also essential. Finally, they should enjoy administration and have an eye for detail.

The post is available immediately. Salary will be on the scale £5,883 to £9,852.

Further particulars and application forms are obtainable from: Mr. J. Thompson, Centre for Continuing Education, The Open University, P.O. Box 188, Sherwood House, Sherwood Drive, Bletchley, Milton Keynes, MK3 6DP or telephone Milton Keynes (0908) 71201 ext. 493: there is a 24 hour answering service on 653868.

Closing date for applications: April 27, 1981. N811

BIRMINGHAM

UNIVERSITY OF ASTON

DEPARTMENT OF OPHTHALMIC OPTICS (CLINICAL NEUROPHYSIOLOGY UNIT

SENIOR RESEARCH FELLOW

Candidates should have high academic qualifications and a good deal of teaching and clinical experience in all aspects of clinical neurophysiology. Previous experience in neuro-ophthalmology and psychophysics would be an advantage. Candidates should have some experience of studies of VEPs and ERPs and PhD standard. Ability to initiate and organise research into ERPs, VEPs, BAEP's and ASN's is desirable.

Commencing salary will be within the range £9750 – £12,850 per annum.

Confidential enquiries may be made to Professor G.F.A. Harding, Head of the Clinical Neurophysiology Unit, Tel. 021 359 3611 Ext. 3433, Ref 184/155.

MANAGEMENT CENTRE

RESEARCH FELLOW IN SOCIAL PSYCHOLOGY

Post-doctoral psychologist required to continue research on 3-year project (SSRC funded) concerned with Procedures of Arbitration and Industrial Tribunals. The appointment will be full-time for 20 months. The work will be particularly concerned with:

1) Analysis of case material collected during 1979-80.

2) Design and carrying out of related experimental simulation of Third-Party intervention in industrial disputes.

Preference given to someone experienced/interested in the application of statistical models to social science data and in techniques of experimental simulation.

Salary will be within the range £6,078 to £6,880 per annum. Ref: 485/3. Closing date for the receipt of applications is April 24, 1981.

DEPARTMENT OF CHEMICAL ENGINEERING

RESEARCH ASSISTANT

Applications are invited for the above post from graduates with a good Honours Degree in Chemical Engineering to work on an S.R.C. sponsored project directed by Professor G. V. Jeffreys, Head of Department of Chemical Engineering, studying the spray drying of slurries.

The appointment will be for a period of 2 years and the commencing salary will be within the range £3,825 to £4,737 per annum. Ref: 466/A. Closing date for the receipt of applications is May 8, 1981.

Application forms and further particulars may be obtained from the Staff Officer (quoting appropriate reference number), The University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. (Tel. 021 359 3611 Ext. 2011). N412-90

CARDIFF

UNIVERSITY COLLEGE

DEPARTMENT OF EDUCATION

SOCIAL SCIENCE RESEARCH COUNCIL AWARDS

Applications are invited for two year SSRC Awards for research in the field of Education tenable at the above Department from October 1981. The research will lead to the award of M.Sc. or Ph.D. in accord with the qualifications of the candidate. Applicants should have at least a good first degree, a teachers qualification and a minimum of two years' teaching experience. Further details may be got but the award can be obtained from the SSRC.

Applications must be made by letter giving a full curriculum vitae and the names and addresses of two academic referees, by 30th April to Dr. A.D. Hopkin, M.Sc. Course Administrator, Management and Education, University College, Cardiff. Ref : 81/82 (00313). 312-90

HULL

UNIVERSITY OF HULL

NERC RESEARCH STUDENTSHIP (M.Sc., Ph.D.)

PEDOGENESIS AND NEOGLACIAL GLACIAL SEDIMENTS, SOUTHERN NORWAY

(Supervisor : Dr. S. Ellis)

PALYNOLOGY OF TERTIARY DEPOSITS, SCOTLAND

(Supervisor : Dr. J.R. Insley)

A research studentship has been awarded to the Geography Department, and will be allocated to one of the above two topics. The Department has laboratory and computer facilities which are well equipped for either topic, the studentship to start from 1st October 1981 for up to three years.

Those wishing to apply should have, or hope to have by October, a good Honours degree or approved class honours degree. Suitable subjects for the research project would include geography, geology and archaeology, and for the palynological project, geography, geology or botany.

Application forms and further particulars may be obtained from the Secretary, Geography, The University of Hull, Hull, HU6 7RX and completed forms should be returned by 24th April 1981.

Applicants are requested to indicate in their application the reasons for their interest in the topics of their choice. (0891) 312-90

MANCHESTER

UNIVERSITY OF MANCHESTER

SSRC LINKED RESEARCH STUDENTSHIP

(Leading to a D. Degree)

HESTER ADRIAN RESEARCH

Applications are invited for a SSRC studentship (Educational Research Board) to the Department supported infant research centre. The project centres on a longitudinal study of pre-school children's developing social skills and predictions of subsequent adjustment and studies of mother-infant interaction, early development of precursors of conversational training. The student will be encouraged to develop his/her own interests within one of these areas and participate as a member of the project team. The studentship will be tenable from October 1st and is subject to the usual SSRC conditions.

Basic curriculum vitae and names of two academic referees should be sent by 30th April to Dr. Margaret Donaldson, Department of Psychology, The University, Manchester M13 9PL. (00221) 312-90

Fellowships Studentships and Research Awards

BIRMINGHAM

UNIVERSITY OF ASTON

MANAGEMENT CENTRE

RESEARCH FELLOW IN SOCIAL PSYCHOLOGY

Post-doctoral psychologist required to continue research on 3-year project (SSRC funded) concerned with Procedures of Arbitration and Industrial Tribunals. The appointment will be full-time for 20 months. The work will be particularly concerned with:

1) Analysis of case material collected during 1979-80.

2) Design and carrying out of related experimental simulation of Third-Party intervention in industrial disputes.

Preference given to someone experienced/interested in the application of statistical models to social science data and in techniques of experimental simulation.

Salary will be within the range £6,078 to £6,880 per annum. Ref: 485/3. Closing date for the receipt of applications is April 24, 1981.

DEPARTMENT OF CHEMICAL ENGINEERING

RESEARCH ASSISTANT

Applications are invited for the above post from graduates with a good Honours Degree in Chemical Engineering to work on an S.R.C. sponsored project directed by Professor G. V. Jeffreys, Head of Department of Chemical Engineering, studying the spray drying of slurries.

The appointment will be for a period of 2 years and the commencing salary will be within the range £3,825 to £4,737 per annum. Ref: 466/A. Closing date for the receipt of applications is May 8, 1981.

Application forms and further particulars may be obtained from the Staff Officer (quoting appropriate reference number), The University of Aston in Birmingham, Gosta Green, Birmingham B4 7ET. (Tel. 021 359 3611 Ext. 2011). N412-90

CARDIFF

UNIVERSITY COLLEGE

DEPARTMENT OF EDUCATION

SOCIAL SCIENCE RESEARCH COUNCIL AWARDS

Applications are invited for two year SSRC Awards for research in the field of Education tenable at the above Department from October 1981. The research will lead to the award of M.Sc. or Ph.D. in accord with the qualifications of the candidate. Applicants should have at least a good first degree, a teachers qualification and a minimum of two years' teaching experience. Further details may be got but the award can be obtained from the SSRC.

Applications must be made by letter giving a full curriculum vitae and the names and addresses of two academic referees, by 30th April to Dr. A.D. Hopkin, M.Sc. Course Administrator, Management and Education, University College, Cardiff. Ref : 81/82 (00313). 312-90

HULL

UNIVERSITY OF HULL

NERC RESEARCH STUDENTSHIP (M.Sc., Ph.D.)

PEDOGENESIS AND NEOGLACIAL GLACIAL SEDIMENTS, SOUTHERN NORWAY

(Supervisor : Dr. S. Ellis)

PALYNOLOGY OF TERTIARY DEPOSITS, SCOTLAND

(Supervisor : Dr. J.R. Insley)

A research studentship has been awarded to the Geography Department, and will be allocated to one of the above two topics. The Department has laboratory and computer facilities which are well equipped for either topic, the studentship to start from 1st October 1981 for up to three years.

Those wishing to apply should have, or hope to have by October, a good Honours degree or approved class honours degree. Suitable subjects for the research project would include geography, geology and archaeology, and for the palynological project, geography, geology or botany.

Application forms and further particulars may be obtained from the Secretary, Geography, The University of Hull, Hull, HU6 7RX and completed forms should be returned by 24th April 1981.

Applicants are requested to indicate in their application the reasons for their interest in the topics of their choice. (0891) 312-90

MANCHESTER

UNIVERSITY OF MANCHESTER

SSRC LINKED RESEARCH STUDENTSHIP

(Leading to a D. Degree)

HESTER ADRIAN RESEARCH

Applications are invited for a SSRC studentship (Educational Research Board) to the Department supported infant research centre. The project centres on a longitudinal study of pre-school children's developing social skills and predictions of subsequent adjustment and studies of mother-infant interaction, early development of precursors of conversational training. The student will be encouraged to develop his/her own interests within one of these areas and participate as a member of the project team. The studentship will be tenable from October 1st and is subject to the usual SSRC conditions.

Basic curriculum vitae and names of two academic referees should be sent by 30th April to Dr. Margaret Donaldson, Department of Psychology, The University, Manchester M13 9PL. (00221) 312-90

Colleges of Higher Education

Other Appointments

DEVON

ROLLE COLLEGE
Exmouth.

Applications are invited for a temporary post for one year (with the possibility of a further year) from September 1981 to replace a Lecturer on study leave.

LECTURER IN SOCIOLOGY AND SOCIAL EDUCATION. Applicants should have good academic qualifications and school experience. The post includes the teaching of Sociology of Urban Communities and Organisations in Urban Settings to BA Combined Studies degree level and Sociology of Education to BEd Honours degree level.

Salary Scale: Burnham FE Lecturer Grade II/Senior Lecturer £6,013 to £11,295.

Further details and application forms may be obtained from the Principal's Secretary, Rolle College, Exmouth, Devon, EX8 2AT, to whom applications should be sent by Monday 27th April, 1981. (00104) 327-90

BIRMINGHAM

WESTHILL COLLEGE
Selly Oak, Birmingham, B29 6LL
LECTURER II IN MATHEMATICS AND COMPUTER STUDIES

Application are invited for the above post from September 1981. Candidates should be graduates and preferably have some undergraduate experience in the computing field. They will be expected to contribute to the teaching of Applicable Mathematics, Statistics, Numerical Analysis, Statistics, Mechanics) in the B.Ed. degree courses and to help develop the College's considerable involvement in In-Service work in Computer Education. In this latter area there is considerable opportunity for research and development.

Please apply to the Principal for details of the post and the mode of application.

Closing date for applications 1st May 1981. Interviews: Late May. (00373) 327-90

OXFORD

WESTMINSTER COLLEGE
North Hinksey, Oxford OX2 9AT

LECTURER IN FRENCH /LANGUAGE ACROSS THE CURRICULUM

Applications are invited for the post of LECTURER II commencing September 1st 1981 for two years.

The person appointed will be expected to contribute to the College's B. Ed. and P.G.C.E. in the following areas:

(i) Main level and Professional courses in French.

(ii) Courses for all students on language across the Curriculum.

Applicants should have good qualifications in French and appropriate school teaching experience; a qualification in Linguistics would be an advantage.

Further details may be obtained from the Principal's Secretary, Westminster College, North Hinksey, Oxford OX2 9AT.

Applications should reach the College by 23rd April 1981. (01697) 327-90

OXFORD

WESTMINSTER COLLEGE
North Hinksey, Oxford OX2 9AT

LECTURER II IN MATHEMATICS

Applications are invited for the post of Lecturer II to take up appointment on 1st September 1981. The post will be held on a two-year contract.

Applicants should have a good Honours degree in Mathematics and Secondary and /or Primary Schools experience.

Further details may be obtained from the Principal's Secretary, Westminster College, North Hinksey, Oxford OX2 9AT, to whom applications should be sent by 23rd April 1981. (01968) 327-90

Teacher/ Warden

Salary: Burnham Senior Teacher Scale, £8,478-£11,454 plus £498 London Allowance

A warden with substantial teaching experience is required for September 1981, to have responsibility for organising the Borough's Teachers Centre and servicing its programme of in-service education.

Application forms, together with further particulars, obtainable from the Assistant Controller (Administration), Education Department, PO Box 22, Civic Centre, Harrow, Middx, HA1 2UW. Tel: 01-863 5611 ext. 2307/8

Forms to be returned by 24th April 1981.

TES(0241

Harrow Education

NORTH WEST EDUCATIONAL MANAGEMENT CENTRE

DIRECTOR

Re-advertisement

Required from 1st September 1981 or 1st January 1982, Director of the North West Educational Management Centre at North Cheshire College, Fearnhead, Warrington. Salary: £17,825.

The Centre was established in 1972 by Local Education Authorities in the North West Region to provide educational management training for teachers. The policy of the Centre is controlled by a Steering Committee representing the contributory LEAs, it is administered by Cheshire LEA.

The Steering Committee is seeking to appoint a man or woman with proven educational management experience at a senior level, preferably as a headteacher of a large secondary school or comparable institution, but with interests ranging across the whole field of educational policy formation and management.

Application forms and further particulars concerning the post are available from The Director of Education, County Hall, Chester CH1 1SQ, reference 28/716/AP to whom completed application forms should be returned by 21st April 1981.

Previous applicants will be considered.

TES(0241

Leicestershire

COALVILLE TECHNICAL COLLEGE

VICE PRINCIPAL

Group IV

Available from 1st September 1981. Applications are invited by letter, accompanied by full details of age, qualifications and experience and the names and addresses of two referees to:

The Director of Education (Ref: FE/C) County Hall, Glenfield, Leicester LE3 8RF, not later than 21st April 1981.

Further particulars available on receipt of s.a.e.

TES(0241

MORAY HOUSE COLLEGE OF EDUCATION

The Governors invite applications for the post of

PRINCIPAL

of the College. The post will become vacant on the retiral of Prof. Baillie T. Ruthven, M.A., F.E.I.S., on 1st September, 1981. Candidates should be appropriately qualified academically and should occupy a senior academic post or a senior management post in Education.

Letters of application, together with a curriculum vitae and the names of three referees, should be sent not later than 4 May 1981 to:

The Chairman, Board of Governors, c/o Room 19, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ, from whom further particulars may be obtained on written application.

TES(0241

College of St. Mark & St. John

PLYMOUTH

Applications are invited from well qualified and experienced persons for the following posts in this College of Higher Education at

LECTURER II/SENIOR LECTURER LEVEL

(Salary Range: £6462 £12,141)

ENGLISH

To teach on B.A. and B.Ed. courses. Qualifications and a special interest in 19th and 20th century English Literature. An interest in American Literature or class advantageous.

APPLIED LINGUISTICS AND ENGLISH LANGUAGE TEACHING

(For one year from September 1981)

This post is created due to a tutor's study leave. A Lecturer is required to teach on the Diploma in English Language teaching and on short courses in E.F.L. or E.S.L. Experience overseas an advantage. There is the possibility of a renewal contract if courses continue to expand.

IN-SERVICE EDUCATION IN CORNWALL LANGUAGE AND PRIMARY EDUCATION

For the Cornwall Education Centre established at Pool, near Redruth, by the College in collaboration with the Cornwall Education Authority for the in-Service education and training of teachers. Major contribution will be to the B.Ed. for serving teachers with opportunity to initiate and develop other courses and activities at the centre and local teachers' centres and to participate on a variety of school based projects must be able to relate confidently to experienced teachers on in service work.

Further details and application forms may be obtained from the Principal's Secretary, College of St. Mark and St. John, Derriford Road, Plymouth PL6 8BH.

TES(0241

COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for three temporary appointments as Lecturers Grade II for one year from 1st September 1981 in

1. HOME ECONOMICS
2. MUSIC
3. SOCIOLOGY

Applicants for posts 1 and 2 should have good experience of teaching in schools and be able to contribute to the academic and professional elements of the subject in B.Ed. Degree courses.

Applicants for post 3 should be able to contribute to the teaching of sociology in B.Ed. and B.Sc. Honours Degrees.

The appointments are to replace members of staff granted Study Leave during the year 1981-82.

For particulars may be obtained from:

The Principal, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, BA2 9BN, to whom applications (on forms), with names of three referees, should be submitted by 13th April 1981. Salary according to the Burnham Scales for Further Education, at present £8,012 to £9,702 but subject to review from 1st April 1981.

TES(0241

Colleges of Education

EDINBURGH

MORAY HOUSE COLLEGE OF EDUCATION

RESEARCH ASSOCIATE /ASSISTANT

Applications for the post of part-time Research Associate /Assistant are invited in connection with a development project concerning the vocational perspectives of students teachers, community educators and social workers. Candidates should be social science graduates with statistical computing skills and an interest in the development of professional education.

The post is tenable for the period to February 1983 and is funded on the Scale Basis (Secondary) within the range previously £5,535 per annum to £9,207 per annum) in the case of a full time post. The date for commencing the appointment will be arranged at interview.

Further particulars and a form of application are obtainable from the College Secretary, Moray House College of Education, Holyrood Road, Edinburgh, EH8 8AQ to whom completed applications should be returned by Monday, 20 April 1981. (00336) 335-90

Adult Education

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING COLLEGE OF ADULT EDUCATION
AREA ORGANISER

Lecturer Grade II Scale - £6,462 to £10,431 plus £789 London Allowance.

Applications are invited from suitably qualified and experienced persons for the above post which becomes available from 1st November 1981. Applicants must hold a degree or equivalent and have had experience as an adult education tutor. They must have had experience as an administrator and preferably also as an organiser in this field.

Application forms and further details of the post are obtainable from the Chief Education Officer, Education Offices, Town Hall, Barking on receipt of a stamped, addressed envelope quoting ref. no. 81/AE/1. Completed application forms must be returned by 7 April 1981.

Please quote stamped addressed envelope (00140) 351-90

HERTFORDSHIRE

COUNTY COUNCIL
CASSIO COLLEGE
Centre for Adult Education, Watford, Herts, WD1 3RH

DEPARTMENT OF ADULT STUDIES AND HOME ECONOMICS

Required from 1 September 1981 or as soon as possible thereafter:

Tutor Organiser (Lecturer Grade II) to develop Adult Education Centre in S.W. Herts.

Duties include administration of an Adult Education Centre and some teaching within the Department. The post offers scope for initiative in developing new courses.

Salary - Burnham Further Education Scale (Lecturer II) plus London Allowance.

Details and application forms from the Principal. (0035531 351-90

INNER LONDON

EDUCATION AUTHORITY
THE CENTRAL LITERATURE INSTITUTE
STUDENT ADVISER (LECTURER GRADE II)

For 1 September 1981. Required: adult education teaching experience; energy and imagination in developing advisory service. Desirable: previous experience in advisory service. Salary Scale under review: experience within Burnham (FE) Report: Lecturer Grade III £6019 - £9702 plus £758 London allowance. Assistance may be given towards household removal expenses.

Details and application forms returnable by 17 April 1981 from the Clerk to the Governors, The City Lit, Stukeley Street, Drury Lane, London WC2B 5LJ. (Tel: 01-242 8873). (001341 351-90

INNER LONDON

EDUCATION AUTHORITY
SOUTHWARK INSTITUTE OF ADULT EDUCATION

Required as soon as possible 0.5 Lecturer Grade I in Social Life Skills within new Southwark ABE Basic Education Department to work with students with special educational needs. We are looking for a tutor with some experience of literacy /numeracy teaching and a willingness to work with students with particular handicaps.

Salary scale under review in accordance with Burnham (FE) Report: Lecturer Grade I on an incremental scale within the range of £4,347 - £6,021 plus £319 London allowance. Starting point depending upon qualifications, training and experience.

Details and application forms from the Senior Administrative Officer, Southwark Institute, 25 Manor Place, SE17 3BA returnable by 7 April 1981.

Please provide stamped addressed envelope (00140) 351-90

Education Service

County Youth Officer

£11,025-£11,922 (Principal Range II Points 2-5)

Applications are invited from suitably qualified men and women with substantial experience in work with young people, for this senior post in the Bedfordshire Education Service.

The post will provide an opportunity and a challenge for applicants keen to participate in the further development of a strong youth and community service in Bedfordshire.

Essential car user allowance and a car loan scheme.

Approved removal expenses paid.

Application forms and further details from:

D.P.J. Browning, MA, Chief Education Officer, County Hall, Bedford MK42 9AP, or telephone Steve Johnson on Bedford 63222 Ext. 345.

Closing date 6th April 1981.

TES(301

Bedfordshire

INNER LONDON

EDUCATION AUTHORITY
FULHAM & KENSINGTON ADULT EDUCATION INSTITUTE

Require ASAP LECTURER GRADE II English as a Second Language to organise the work in this department in the Institute. There are two Lecturer I posts within the department and II part - time tutors.

Applicants should possess relevant qualifications and experience. Possession of the RSA certificate in the Teaching of English to Adult Immigrants would be an advantage.

HEAD OF DEPARTMENT GRADE II FASHION, Craft and Food Studies required for September 1981. To take charge of this lively department which includes a Lecturer I Upholstery.

Applicants should have MA, DES/CA, or BA Honours or other similar qualifications and teaching and supervisory experience in adult education.

Salary: In accordance with the Burnham (FE) Report: Scale under review: Grade III £6019 - £9702 plus £758 London allowance. Assistance may be given towards household removal expenses.

Details and application forms returnable by 17 April 1981 from the Clerk to the Governors, The City Lit, Stukeley Street, Drury Lane, London WC2B 5LJ. (Tel: 01-242 8873). (001341 351-90

INNER LONDON

EDUCATION AUTHORITY
SOUTHWARK INSTITUTE OF ADULT EDUCATION

Required as soon as possible 0.5 Lecturer Grade I in Social Life Skills within new Southwark ABE Basic Education Department to work with students with special educational needs. We are looking for a tutor with some experience of literacy /numeracy teaching and a willingness to work with students with particular handicaps.

Salary scale under review in accordance with Burnham (FE) Report: Lecturer Grade I on an incremental scale within the range of £4,347 - £6,021 plus £319 London allowance. Starting point depending upon qualifications, training and experience.

Details and application forms from the Senior Administrative Officer, Southwark Institute, 25 Manor Place, SE17 3BA returnable by 7 April 1981.

Please provide stamped addressed envelope (00140) 351-90

Youth and Community Service

BARNET

LONDON BOROUGH OF EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

YOUTH LEADER

Applications are invited for the post of Youth Leader at the North Western Reform Synagogue Youth Centre (Alyth Youth Club). The successful applicant will be qualified under the JNC Report, have experience in youth work and will be responsible for all the day to day and supervisory aspects of youth and community work under the aegis of the synagogue.

Salary will be within the range JNC Full Youth Leader plus London Weighting. Basic salary £5,349 to £6,537 per annum inc. funder review).

Further details and application forms from the Youth Education Officer, Town Hall, Friern Barnet Lane, London N11 3DL. (Ref AD/L /F 2201) to be returned by 16 April 1981. (00834) 351-90

CROYDON

Y.M.C.A.

The following full-time vacancies will shortly be in connection with a new scheme commencing in Croydon, funded by the Manpower Services Commission Programme by Management Training Limited. Applicants are expected to cater for 50 unemployed young people for twelve months, with an option to continue for at least a second year.

2 Project Supervisors
2 Placement and Supervision Officers.

Life and Social Skills instructor.

Salary £5448 per annum (inc London Weighting). Eligible for Y.M.C.A. Pension Fund.

Applications, stating experience of working with young people, to: Norman Rudge, General Secretary, Y.M.C.A., Lansdowne Road, Croydon, CR9 2BX. (00845) 351-90

DERBYSHIRE

EDUCATION COMMITTEE

Readvertisement

Appointment of Youth and Community Worker /Organiser of a Summer Leisure International Work Camp

Applications are invited for the post of Youth and Community Worker /Organiser of a Summer Leisure International Work Camp Organised

The successful applicant will join a large team of Youth and Community Workers in this area and we are looking for someone with initiative, experience and an enthusiastic approach to developing work with young people. Previous experience of work in Derbyshire, Industry or Social Work would be an advantage but also to take responsibility for the organisation of the Derbyshire Summer International Work Camp.

A staff support induction programme.

Further details and application forms available from Education Officer for Youth and Community Service, County Offices, Matlock, quoting the reference FY/TW.

Closing date for applications 13th April, 1981. (00367) 301-90

DORSET

DORSET ASSOCIATION OF BOYS' CLUBS

Require, as soon as possible, an Organising Secretary with experience and knowledge of Boys' Clubs.

Further details and application from the Chairman, Mr. M.D. Case, F.I.C.S., Dorset Association of Boys' Clubs, Youth and Sports Adventure Centre, Hercules Road, Blandford, Poole, Dorset. (01603) 301-90

ESSEX

Director required to over see the management and development of a rural youth & community centre. Membership 1,400 J.M.C.A.

Applications by April 11th. Interviews April 14th.

Further details :- YMCA, Victoria Road, Chelmsford, Essex. Telephone (0245) 281 578. (001631) 301-90

ESSEX

Trainee youth worker required to assist with development of programme. Must have some practical experience. £35.00 per week plus accommodation.

Application forms from: YMCA, Victoria Road, Chelmsford, Essex. Telephone (0245) 281 587. (001631) 301-90

LONDON

EDUCATION AUTHORITY
BYNGHAM YOUTH CLUB

Byngham Drive, SE5

Qualified and experienced senior youth worker required for the established purpose-built Club in the Abbey Wood area of Greenwich.

JNC salary and conditions. Qualified salary scale DH £7617 - £8416, including London allowance.

Assistance may be given towards household expenses.

Details and application forms returnable to 17th April 1981 from the Education Officer (CEC.5), The County Hall, SE1 7PB. (Stamped addressed foolscap envelope). (00593) 301-90

LONDON

SMALL GROUP WORKER

Blackfriars Settlement Youth Project requires a full-time worker to take special responsibility for small group work with young people. The successful applicant will join the existing team of 3 full-time workers and two half-time supernumeraries and be responsible for the organisation of work within the team, each member enjoying equal status. Experience required.

Salary: relevant JNC scale. Six weeks holiday pa.

Contact: Mr. Merin Shepherd, Blackfriars Settlement, 276 Rotherhithe Street, London SE16 5QA. Tel. 01 528 9591. (00565) 301-90

WIGAN

METROPOLITAN BOROUGH OF WIGAN EDUCATION COMMITTEE

YOUTH AND COMMUNITY SERVICE

YOUTH WORKER

A suitably qualified man or woman who will have a special responsibility in assisting the co-ordination of measures for the young unemployed in the Wigan Authority. Salary within Range 3 of JNC (£6657 to £7357).

Further particulars and application form may be obtained from the Director of Education, Gateway House, Standishgate, Wigan WN1 1XL. Closing date 30th April, 1981 - Ref (A1).

Thank you that is all if you have any queries please ring Barbara on 051 887 9292 Lee and Nightingale. (001441) 301-90

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

TUTOR IN COMMUNITY AND YOUTH STUDIES

Applications are invited from suitably qualified and experienced candidates to join the team of tutors responsible for Community and Youth Studies in the Department of Social and Professional Studies from 1st September 1981.

Expertise in professional skills and supervision is particularly sought for work with undergraduate, postgraduate and in-service students. The appointment will be on the Lecturer II scale and for the three years during which a member of staff is seconded to the Health Education Council.

Further details and application form may be obtained from : The Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned as soon as possible. (01657) 301-90

NORTHAMPTONSHIRE

YOUTH WORKER - CORBY JUVENILE LIAISON BUREAU

Northamptonshire is about to establish a 3 year project to develop new and integrated approaches to the problems of juvenile delinquency through the creation of a Bureau representing a major agencies concerned with young people.

The Youth and Community Department is assisting to appoint a Youth Worker Scale 3 (£7,461 to be seconded to the Bureau on a full-time basis. The Youth Worker will form part of a team including a Teacher Social Worker/Probation Officer and Police Constable who will use their skills in a complementary way and will mobilise resources from within their Departments and the community to create an improved service.

It is our intention to make one of the team (any member) the Bureau Director for which an additional responsibility allowance of £860 p.a. will be paid. Up to £1,000 per year will be made available to demonstrate dynamic qualities of leadership, management and creativity.

Application forms and further particulars from County Education Officer, Youth and Community Service, Room 3, Northampton House, Northampton to whom completed forms should be returned within 2 weeks of the appearance of this advertisement. (00658) 301-90

Overseas Appointments

FINLAND

KEMIJOKI OY

P.O. Box 413 - 00101 Helsinki 10. Finland.

Finland's Largest hydroelectric power company Kemijoki Oy, (Member of the Conference of Finnish British Societies) invites applications from young male language graduates for the post of English teacher at Ranua, near the Arctic Circle.

Contract 9 months from end of August, return fares paid, possibly for contract renewal.

For further details, please write to Kemijoki Oy, Box 457, 00101 Helsinki 10, Finland. (01219) 311-90

THE BRITISH COUNCIL

Science Education Overseas

SUDAN

Head of Science Teaching

Juba Day Secondary School, Juba (Ref 80 K 19)

This post is part of Britain's programme of aid to developing countries and is one of several key education posts in the South of Sudan.

The Job: to establish and run a Science Department in the school scheduled to open later this year; to advise the Headmaster on all Science teaching matters; teach Physical Science or Biology, according to qualifications for approx. 28 periods per week; to order textbooks and equipment; to set and conduct international examinations; to train a counterpart; also to participate in related Teacher Training activities of the College of Education, University of Juba. English will be the medium of instruction for Science and liaison with the British Council-recruited Head of English will be necessary.

Qualifications: A Science Degree and PGCE in Physics, Chemistry of Biological Science, several years teaching experience including some in Africa and as Head of Department. Ability to establish a new department from scratch with few resources essential. Candidates must be UK citizens with a British Educational background.

Salary: £9,481-£10,715 per annum.

Benefits: Salary free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; duplt allowance; medical scheme; baggage allowance; paid leave.

Contract: Contract will be for 2 years initially with the British Council. Post tenable from July 1981 or as soon as possible thereafter.

Closing date for applications: 27 April 1981. Interviews in May/June 1981.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to:
Section K, Overseas Educational Appointments Department,
The British Council,
65 Davies Street,
London W1Y 2AA.

TES(311

THE BRITISH COUNCIL

Educational Posts Overseas.

PORTUGAL

6 School Teachers St. Julian's School, Carcavelos
(Ref 81 B 31-35)

A co-educational day school with 750 pupils aged 3½ to 16+ years.

Posts:
1. Infant Teacher (5½-6½ age range)
2. PE Girls' Teacher (7-16+ age range)
3. History Teacher to teach History to CSE/O level and later A level; ability to teach English and/or Geography to pre-'O' level an assets.
4. Head of English and Drama to teach English to O and A levels with responsibility for Drama.
5. Physics/Mathematics Teacher to teach Physics and Environmental Science to 'O' level; General Science to CSE and Nuffield Combined Science-based course with Mathematics to lower forms.

All teachers must be capable of conducting extra-mural activities.

Qualifications and experience required: Candidates should be British, single qualified teachers in the 25-35 age range with at least 2 years' relevant experience; female only for posts 1 and 2; male preferred for posts 3 to 5; married teaching couples acceptable. Candidate for posts 3 to 5 should be graduates with B.Ed. or a degree and PGCE.

Salary: Posts 1, 2, 3 and 5: Esc 317,800-EBC 443,800 (£2,448-£3,413 approx.) Post 4: Esc 376,600-Esc 560,200 (£2,896-£4,232 approx.) Exchange rate: Esc 130 = £1.

Benefits: Return fares; 3% taxation; full superannuation and national insurance payments; rent allowance up to Esc 10,000 monthly; 50% medical insurance premium payable; baggage allowance; 2 year contract.

Starting date: September 1981.

Joint Salary: SR 96,988-SR 110,485 pa (= £13,322 - £14,870 at £1 = SR 7.43). Tax free.

Benefits: Free furnished accommodation; electricity and local telephone calls. 2 months' annual fare-paid leave. Car purchasing loan. Allowance in lieu of Pension Scheme. Baggage allowance. Allowance towards medical expenses/insurance. 2 year contract, renewable.

Starting date: September 1981.

SAUDI ARABIA

2 Married couples for Infant/Primary Teaching Jeddah Preparatory School
(Ref 81 A 27-30)

A co-educational day school with 430 British and English-Speaking Dutch pupils aged 4-12 years. New "purpose-built" premises with good educational and recreational facilities.

The Job: Couple 1: one to teach Infant/Primary Music (Full time); the other to teach General Subjects at Infant/Primary level.

Couple 2: Husband to teach General Subjects at Infant/Primary level and to be responsible for development of Environmental Studies (possibly including field trips in and outside Saudi Arabia); wife to teach General Subjects preferably at Nursery/Infant level.

Qualifications and experience required: Candidates should be British, married (to other candidate) and without children; Preferred age range 25-35 with upper limit of 50 years. They should have Teacher's Certificate or PGCE and at least 3 years' relevant experience.

Starting date: September 1981.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to: Section K, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

TES(311

Key English Language Teaching Scheme.

THE BRITISH COUNCIL

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries. The posts listed below, tenable from 1 September 1981 or earlier, are in addition to the 120 already filled and the 11 vacancies recently advertised.

COLOMBIA

English Language Adviser Ministry of Education, Bogota (Ref 8 K 12)

The Job: To collaborate with the Ministerio de Educacion Nacional in its plans for curriculum development in relation to the teaching of English at secondary level; to design programmes of in-service training for teachers and to design materials for teacher training.

Special Qualifications: Experience of teacher training and curriculum development in a developing country. Materials writing experience also desirable. Candidates will require a good working knowledge of Spanish.

Salary: £9892-£13,827 per annum.

MALI

ELT Adviser at the Institut Pedagogique National, Ministry of Education, Bamako (Ref 81 K 23)

The Job: To develop ESP courses for civil servants and others as required; to promote English by Radio programmes and to provide teacher training through English by radio and supporting correspondence materials and to undertake some in-service training.

Special Qualifications: 5 years experience in ESP and teacher training, including experience in Africa. Previous experience of English by radio an advantage. Good knowledge of French essential.

Salary: £11,127-£13,827 per annum.

OMAN

1. Head of English Language Department, Oman Health Institute, Muscat (Ref 81 K 22)

The Job: To be responsible to the Principal for the administration of the ELT Department, organizing the work, advising and supervising teachers and identifying book and teaching material requirements; to revise the existing ELT syllabus and evaluate ESP needs of all departments and develop syllabi for them; and to produce teaching materials.

Special Qualifications: Male candidate aged 35-45, with 5 years relevant overseas experience, including ESP (preferably in medical field), curriculum design and materials production. Knowledge of Arabic useful.

Salary: £9892-£13,827 per annum.

2. Adviser in ELT Ministry of Education Muscat (Ref 81 K 13)

The Job: To advise Ministry of Education on all matters relating to ELT and to manage and coordinate the work of the team of 9 KELTs in Oman concerned with teacher training. In-service training and working with the Longmans project "English for Oman" will be important elements. The work involves much travelling and evaluation.

Special Qualifications: 5 years teaching experience including teacher training overseas. Some administrative experience including project management desirable. Arabic essential.

Salary: £11,127-£13,827 per annum.

SENEGAL

Lecturer/Teacher (Specialist in Audio-Visual Aids and Materials Production) British Senegalese Institute, Dakar (Ref 81 K 24)

The Job: To plan, write and coordinate ESP courses and new Senegalese examination courses: to produce new written and audio-visual materials for general courses; to prepare teachers in-service materials; to supervise maintenance of audio-visual equipment and to teach for a minimum of 10 hours a week.

Special Qualifications: 3 years relevant experience overseas including ESP, AVA and materials production. French essential.

Salary: £9482-£10,717 per annum.

SIERRA LEONE

Lecturers in English Language
1. Primary Teacher Training College, Freetown and (Ref 81 K 20)
2. Primary Teacher Training College, Makeni (Ref 81 K 21)

The Job: Part of programme to revitalise English teaching at Primary level in Sierra Leone. The Lecturers will assist in preparation and implementation of an English Syllabus for trainees; teach Language and Method courses in the College for 10-12 hours a week; participate in in-service training courses; and arrange on the job training of counterparts.

Special Qualifications: Primary teaching and/or primary teacher training experience desirable. For Makeni candidates should be single or married without children.

Salary: £9482-£10,717 per annum.

SOMALIA

Curriculum Development Textbook Specialist (English Language) Curriculum Development Centre, Ministry of Education Mogadishu (Ref 81 K 16)

The Job: To organise the piloting of ELT materials for secondary level; to help organise and run teachers' courses; to assist in the design and writing of teachers' books and textbooks and to help modify and adapt them.

Special Qualifications: 3 years overseas teaching experience, including textbook and materials writing.

Salary: £9482-£10,717 per annum.

SUDAN

Lecturer/Materials Writer (ESP) English Department, Khartoum Polytechnic (Ref 81 K 15)

The Job: This is a supportive post in the area of course design and materials development to the KELT Head of Department appointed in 1979 to set up the infrastructure for a Service English Department. The Lecturer will lead 2 of 3 small materials production teams concerned with writing ESP courses for technicians studying weaving and textiles, and land-surveying/civil engineering; monitor introduction of the materials, modify them and supervise final printing; teach for approximately 6 hours a week; and set and mark examinations.

Special Qualifications: 3 years experience overseas of teaching ESP and materials writing, preferably as leader of a team. MA in Applied Linguistics essential.

Salary: £9842-£10,717 per annum.

Curriculum Development Adviser in English Maridi Curriculum Development Centre, Maridi (Ref 81 K 14)

The Job: To organise, direct and control the production of an English Course for Primary Schools in the region. This will involve extensive research, writing and evaluation before the final production. This is part of a new project starting in January 1982. Initially the post will be located in Juba.

Special Qualifications: 5 years teaching experience overseas including textbook writing and planning. Primary level experience desirable.

Salary: £11,127-£13,827 per annum.

YEMEN ARAB REPUBLIC

Area ELT Coordinators
1. Education Office, Sana'a (Ref 81 K 17)
2. Education Office, Taiz (Ref 81 K 18)

The Job: To inspect and advise teachers on all aspects of the ELT programme, to coordinate work of inspectors and to liaise at all levels; to assist in implementing the KELT textbook project and new teaching techniques; to prepare and administer examinations; to organize seminars and workshops; and to attend regular meetings with colleagues in Sana'a.

Special Qualifications: Candidates must be male with some Arab world experience. Arabic is essential.

Salary: £9842-£10,717 per annum.

General Qualifications: Essential for all posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3-5 years teaching experience, including at least 2 years' TEFL overseas. All candidates must be UK citizens with British educational background.

Benefits: Salary free of UK income tax: variable overseas allowance according to marital status and salary level: free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Closing date for applications: 27 April 1981. Interviews in May/June 1981.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application forms to KELT Section, Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

TES/311

TEACH TOP HERTFORD shire

OVERSEAS continued

CANADA

TEACHER VACANCIES
Applications are invited from qualified Industrial Education teachers for secondary instruction in woodwork and drafting; metalwork; power mechanics. Applicants should be specialized in one or a combination of these areas.
Qualified applicants giving details of training and experience should be directed to:
E. Reimer, Director of Instruction, School District No. 59, Peace River North, 9815 - 102 Street, Fort St. John, B.C. V1J 4R3 (CANADA).
Preference of applicants will be conducted from Canada but finalists will be interviewed in Canada. Assistant Teachers of Industrial Education will be given clearance for landed immigrant status in Canada.
Fort St. John is in the Peace River area of northern British Columbia. It is a rapidly expanding region of agricultural, forestry and petroleum interests. (0345) 311-90

CHRISTIANS ABROAD

BOTSWANA
Head of ENGLISH in Aberdeen College. Local terms. Assistance with outward passage may be available.
JAMAICA
Frankfield Comprehensive requires qualified graduate ENGLISH teacher for September. Salary approximately £1800. Cinderman Hill in large rural double mission. Must be Christian commitment essential.
(0345) 311-90

Qualified teachers (graduates preferred) required to teach ENGLISH, PHYSICS, MATHS, BIOLOGY, GENERAL SCIENCE, FRENCH, GERMAN, MUSIC, DRAMA, CRAFT etc in church schools.
Teachers with Christian concern and evidence of commitment are still willing for simple lifestyle and professional challenge please send curriculum vitae and stamp for the info. CHRISTIANS ABROAD, 13 Tufton Street, London SW1P 3QQ. (00379) 311-90

ITALY

TEACHERS IN VENICE
3 - 5 week Summer course plus lecture visits programme, July/Aug. Fee Lit. 195,000. Please write: The British Centre, S. Marco 4267a, Venice. Tel. 86612. (0345) 311-90

GERMANY

EDITOR wanted October to [illegible]. Teaching 30 - 35 hours per week. Contract: 2 or 4 years. Salary approx £700 per month. Suitable applicant: native speaker with T.E.F.L. degree, and knowledge of German. Full details and application pack from Mr Geoffrey S. Parker, Language Consultant, 14 West Park Road, Southampton SO1 2GA. (01) 4131 3178

GERMANY

Die FURU-Sprachschulorganisation (25 Schools) has a limited number of posts available for September 1981 in Frankfurt (North Germany). These are top posts requiring top qualifications and ability to conduct 2 years. Qualifications: TEFL if possible, German, Chamber of Business Knowledge of German. Age group 28 - 35. Reply by May 15 to:
Application forms with photo, CV and details to: FURU-Sprachschulen, Rechtsanwälte Jb. D-6231 Schwalbach, Taunus, West Germany. (0345) 3124

HAMBURG

Applications are invited for the post of SECONDARY SCHOOL TEACHER at the International School of Hamburg, beginning September 1981.
This is coeducational day school with 650 students (6-18), a secondary school (6 - 18) and 320 students. Instruction is in English. The programme offers a Secondary School including General Certificate of Education 'O' and 'A' level and International Baccalaureate.
Applicants should have some experience in a similar school. Five years post and at least five years teaching experience in Secondary Schools. Experience with the IB programme would be an advantage.
Qualified persons are invited to apply by sending a resume containing qualifications and experience together with a recent photograph and references to:
The Headmaster, International School e.V. Holmbrook 20, 2 Hamburg 52.
Applications should be made by April 28th. (00618) 3116

KENYA

PHYSICS TUTOR. Very small [illegible] St, happy three stream [illegible] min Nairobi, (Box 14914). Tel: refs., c.v. (00107) 3116

SOUTH AFRICA

ST MARTIN'S SCHOOL
Rosettenville, Johannesburg. 3187.
TEACHER OF ENGLISH for 11 - 17 year old boys and girls required as soon as possible. The person appointed must be able to help with boys' sport, preferably with rugby.
Further details from the Headmaster. (01771) 311-90

SPAIN

BRITISH SCHOOL OF ARAGON
Zaragoza
Requires a Co-prindistor of English Studies to lead a team of British teachers. This is a vital role in the School for which we seek a well organised and dedicated teacher with initiative. TEFL qualification a recommendation, as is ability to speak Spanish and/or French.
Applications with effect from September from and applications to Donald Irons, and applications to British Representative, 33 The Mead, Farringdon, Oxon SN7 8AT. (00041) 311-90

TANZANIA

INTERNATIONAL SCHOOL MOSHI
Required teacher (to I.B. level) to head English Department. Interviews in London Mid April. C.V. and referees to Dept. EM, European Council of International Schools, 19 Claremont Road, Surbiton, Surrey KT6 4QR. (00372) 311-90

TEACH IN THE MIDDLE EAST

All grades of TEACHERS wanted in all subjects; also required staff for consultancy teaching posts. Good pay, no tax, warm climate

For details of how to contact employer, please send 50p Postal Order to P.T.C., P.O. Box 3711, Nicosia, Cyprus. (00007) 311-90

HERTFORSHIRE

THE COLLEGE
Applications are required for the Director of Studies for French language holiday courses in Montreux, Switzerland for children from L.A.E.P.E. schools aged 9-14. We are looking for a well qualified and experienced teacher who will be able and take full responsibility for a really good French course for a wide range of abilities within the age range, also to organise a good staff and pupils. Dates of course August 24 - September 3rd.
Please apply by letter with C.V. to R.Higham 47 Mate Green Road, Bishops Stortford, Herts. (00101) 311-90

KHARTOUM THE SUDAN

UNITY HIGH SCHOOL for GIRLS
A WOMAN TEACHER OF ENGLISH
Well-qualified, experienced and enthusiastic is needed to take charge of English courses. The academic year begins in August 1981. The school, which is a Christian foundation, serves many nationality The medium of instruction is English and pupils take G.C.E. 'Ordinary' level. The contract is for one year and is renewable. Interviews will be during April or May.
For further information telephone Miss Rachel Rassam, Oxford 3466 (STD code 0865). (01871) 311-90

SOUTH AFRICA

ST ALBAN'S COLLEGE
Pretoria, South Africa
Energetic man to share Biology teaching throughout school to Matriculation level ('O' level +1 Year) as from 1.8.81 in this fine Anglican school beautifully situated in a rural atmosphere on the outskirts of Pretoria.
Competitive salaries plus free housing, light and water. Free education for children in independent schools.
Extramural involvement including games coaching a recommendation.
Apply to: The Headmaster, Private Bag 1, Alkantrant, 0005 Republic of South Africa. (00084) 311-90

NEWINGTON COLLEGE
Sydney, Australia

A Uniting Church primary and secondary school for boys, founded in 1863 and ecumenical in outlook, is seeking an

ASSOCIATE CHAPLAIN

to take up duties either from September 1981 or from January 1982.

Enquiries should be directed to the

Headmaster,
Newington College,
Stanmore,
New South Wales, 2048
or telephone 02-569 4662

TES/311

NEWINGTON COLLEGE
Sydney, Australia

A Uniting Church primary and secondary school for boys, founded in 1863 and ecumenical in outlook, requires for September, 1981, or for the start of 1982 an appropriately qualified and experienced teacher of

RELIGIOUS EDUCATION

Applicants would be expected to be able to teach a second subject and to play a normal part in the co-curricular life of the school.

Applications should be directed to

The Headmaster,
Newington College,
Stanmore,
New South Wales, 2048.

TLS/311

MALAWI POLYTECHNIC

A constituent college of the University of Malawi situated between Blantyre and Limbe, the Polytechnic offers full-time degree and diploma courses in Engineering and Commerce and a variety of full-time, block release and sandwich courses at technician level. Applications are invited for the following posts on agreement with the Board of Governors, tenable for two years, initially, preferably from September 1981:

Lecturers in Mechanical Engineering

To teach up to Part II CGLI Mechanical Engineering Technicians. Candidates should have preferably HNC/D or equivalent and at least five years industrial experience.

Lecturer in Automobile Engineering

To teach up to Part III CGLI Motor Vehicle Technicians. Candidates should be Chartered or Technician Engineers and MIRTE with at least five years relevant industrial experience including Transport Management.

Lecturers in Telecommunications

To teach to Part II CGLI Course 271 and work in close co-operation with the Malawi Post Office and other interested bodies. Candidates should have preferably HNC/D and considerable relevant industrial experience. Previous teaching and overseas experience desirable.

Salary £6390 – £10380 (under review)
including a normally tax-free supplement paid by HMG to citizens of the UK; plus gratuity, free passages, education allowances and holiday visit passages for children, and subsidised accommodation and other benefits.

Application form and further details from Recruitment Unit, TETOC, 19 Deare Street, London SW1H 0DJ. (Tel: 01-222 8133). Closing date for applications 30th April 1981.

Tetoc

Die Kraftwerk Union ist ein weltweit tätiges Tochterunternehmen der Siemens AG und beschäftigt sich mit dem Bau von fossil befeuerten Kraftwerken und Kernkraftwerken.
Unser internationaler Einsatz bedingt eine intensive Sprachschulung der Mitarbeiter im eigenen Hause.

Für die Führung je eines Teams von

Englischlehrern und Spanischlehrern

suchen wir einen

Gruppenleiter (Director of Studies)

für die Sprachschulung Englisch – in Offenbach (bei Frankfurt/Main)

und einen

Gruppenleiter (Director of Studies)

für die Sprachschulung Spanisch – in Erlangen (bei Nürnberg).

Als Qualifikationen sollten Sie zunächst Englisch oder Spanisch zur Muttersprache haben. Weiter sollten Sie eine Lehrausbildung, BA und MA, (Englisch bzw. Spanisch als Fremdsprache, angewandte Linguistik, Lehrpsychologie) vorweisen können und mehr als 8 Jahre Erfahrung im Sprachunterricht (für Erwachsene in der Industrie) besitzen, ferner Erfahrungen als Einsatzleiter von Sprachlehrern bzw. als Director of Studies.

Schließlich sollten Sie auch sehr gute Kenntnisse der deutschen Sprache besitzen, dynamisch, belastbar und selbständig sein und über Führungseigenschaften verfügen.

Die ausgeschriebenen Stellen sollen möglichst bald – spätestens ab September '81 – besetzt werden.
Die Probezeit beträgt 6 Monate.

Wir bieten Ihnen einen interessanten und zukunftsorientierten Arbeitsplatz mit den Arbeitsbedingungen und Sozialleistungen eines fortschrittlichen Unternehmens.

Haben Sie Interesse an einer solchen Tätigkeit? Dann nehmen Sie bitte Kontakt auf zu

Miss Shiona Harkess
CBT - ESP Division
22 Crouch Street
Colchester
Essex CO3 3ES
oder
Kraftwerk Union Aktiengesellschaft
Personalabteilung
Berliner Straße 295 - 299
6050 Offenbach (Main)

P-549

Kraftwerk Union
AKTIENGESELLSCHAFT

Maths/Physics Teachers

Expansion of our training commitments in Saudi Arabia has created immediate vacancies for qualified Maths/Physics Teachers at the Technical Studies Institute at Dhahran, where we have a large staff of British personnel engaged in providing tuition in mathematics, physics, mechanics and basic electronics to Royal Saudi Air Force technicians.

This is an opportunity to earn a high *tax-free* salary, with assured annual increments, as a Maths/Physics Teacher.

. . . working in Saudi Arabia with
BRITISH AEROSPACE

Applications are invited from men aged 26-49 with a BSc. in Mathematics, Physics or Science and a PGCE. They should also have at least one year's experience in an area of industry or research allied to their degree discipline and a minimum of three years' teaching experience.

In addition to the high *tax-free* salary, successful applicants will receive free bachelor accommodation, messing, medical care and other benefits, including generous travel-paid home leave.

Please apply in writing giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept. 062/TES,
FREEPOST, British Aerospace Aircraft Group,
Warton Division,
Warton Aerodrome, Preston,
Lancs. PR4 1LA.

BRITISH AEROSPACE
Unequalled in its range of job opportunities

Aerodynamics Instructor

An Aerodynamics Instructor is needed for our training staff at the King Faisal Air Academy at Riyadh in Saudi Arabia, where British Aerospace is responsible for training Saudi nationals in various skills needed in the operation and maintenance of a modern force.

This is an excellent opportunity for a man with the right qualifications and experience to earn a high *tax-free* salary as an Aerodynamics Instructor . . .

. . . working in Saudi Arabia with
BRITISH AEROSPACE

The successful applicant will be required to instruct student pilots of the Royal Saudi Air Force in the design and aerodynamic performance of modern high-speed aircraft. Preference will therefore be given to applicants, aged 28-49, who have a good degree in Aeronautical Engineering and at least three years' teaching experience. Consideration will, however, be given to those with HND/HNC in this discipline and at least five years' teaching experience.

In addition to high *tax-free* salary and bonuses, the successful candidate will receive free accommodation, messing and medical care, and other benefits including generous travel-paid home leave.

Please apply in writing giving brief details of appropriate experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept. 048/TES
FREEPOST, British Aerospace Aircraft Group,
Warton Division, Warton Aerodrome,
Preston, Lancs. PR4 1LA.

BRITISH AEROSPACE
Unequalled in its range of job opportunities

KING'S COLLEGE MADRID

HEADTEACHER

King's College is an independent day and boarding with 750 pupils from 3 to 18 years:

Applications are invited from suitably qualified and experienced candidates for the above post for September 1981. Applicants should be graduates holding a similar post as well as having had experience abroad. A working knowledge of Spanish is essential. Good salary offered.

The School is recognised as an Overseas Centre for 'O' and 'A' level examinations. Courses for the Spanish Bachillerato are also offered.

Applications with full curriculum vitae, addresses and telephone numbers of three referees, a recent photography to The Secretary, The School Council, Avda. de Sinyck 1, Madrid 16 by 27th April.

TESY311

THE BRITISH SCHOOL OF BRUSSELS

a coeducational all-age day school of approaching 1,100 pupils, requires for September 1981 for the Upper School:

1. **Assistant Art Teacher.** A specialist in Ceramics and Sculpture is sought, but a good all-round background in Secondary School work, including A-level also required.
2. **Chemistry Teacher.** Graduate to teach throughout the secondary age-range including Nuffield A-level and Oxbridge tuition.

Applistions with full curriculum vitae, testimonials and names of two referees should be sent with telephone numbers for day and evening contact, to the Headmaster who will send further information.

The British School of Brussels,
Steenweg op Leuven 19,
1960 Tervuren, Belgium.

TESY311

Subject Adviser (Mathematics)

£10,887-£11,916 plus £408 London Weighting, Soulbury Group 7, plus Outer London Allowance, "Casual User" Car Allowance.

For 1st September, 1981, or earlier if possible, suitably qualified and experienced Teachers for this post within the Advisory Service based at the Teachers' Centre, Queens Road, E.17.

Applicants should have appropriate qualifications and successful teaching experience.

Previous applicants will be reconsidered.

Application form and further details obtainable from Controller of Personnel Services, Town Hall, Forest Road, London E17 4JF. (Tel. 01-531 8899 — 24 hour answering service).

Closing date: 17th April, 1981. Please quote Ref: G3944

TESZ321

Waltham Forest

Teach English in Germany

CBT is recruiting teachers of English in Further Education establishments (Berufsbildende Schulen) in Nordrhein Westfalen. BBS are commercial, technical or domestic in orientation and English teaching presents a challenge because of the wide age (15-18+) and ability ranges. Twelve month contracts run from 1 September 1981.

Your Career

A year or two in Germany will give you a chance to refresh your knowledge of German. You can improve your professional skills by teaching ESL for the first time and by writing your own material — and we will help you by organising in-service seminars and conferences. We will also help you find an interesting post at home or overseas when your contract ends.

Your Welfare

The Centre has an extensive back-up service which includes:

- full briefings in Britain
- two-week Orientation Course in Germany
- help in finding accommodation
- full medical insurance
- return fares for you and your family

Financial Benefits

Salaries from DM 1890 to DM 2885 per month with marriage allowances of DM 340 to DM 610 per month.

An extra month's salary as a Christmas bonus.

Salaries and allowances are free of German and UK income tax.

Qualifications

Candidates with

- a University degree
- a post-graduate teaching qualification
- good German
- teaching experience or experience in industry.

Please write to:

The Centre for British Teachers (TS),
Quality House, Quality Court,
Chancery Lane, London WC2A 1HR
Tel: 01-242 2953

CBT

Administration

Local Education Authority

BUCKINGHAMSHIRE

COUNTY COUNCIL
GREEN PARK YOUTH & COMMUNITY SERVICE TRAINING CENTRE.
Aston Clinton, Aylesbury, Buckinghamshire. Bursar required. Salary Grade APT (£6057 - £6851 per annum)
The man or woman appointed will be accountable to the Director of Training Youth And Community Service), who has executive responsibility for the Centre, and will be responsible for the administration and finances of the Centre, for aspects of the reception of courses and centre organisation and will be a member of the Management Team. Because of the nature of the work of the Centre, a certain amount of evening and weekend work is involved. The post is non-residential, but a three bedroomed detached bungalow could be available to the successful applicant, for which an appropriate rent will be payable.
Further details and application form from the Director of Training, Green Park, Aston Clinton, Aylesbury, HP22 5NE. Telephone Aylesbury 630459. (606556) 341-90

DERWENTSIDE

DISTRICT COUNCIL
DERWENT COUNCIL (NORTHERN REGION)
DERWENTSIDE RECREATION SERVICE
APPOINTMENT OF ASSISTANT CO-ORDINATOR (RESEARCH)
SALARY (INCLUSIVE OF ALL) ROUND WORKED) £6,500 p.a.
Applications are invited for the above post which is part of a scheme intended to encourage unemployed persons in the District to take an interest in recreational activities.
The position will be held for a term of up to three years, during which time the Assistant will act as Deputy to the Co-ordinator for the scheme. Experience in social research and promotion management or recreation or public services would be desirable.
Details of the scheme, objectives and terms of reference, together with form of application, are available from the Chief Executive Officer and Clerk, Civic Centre, Medomsley Road, Consett. Tele. Phone Consett 502811.
Closing date: 16th April, 1981. (606011) 321-90

MERTON, SUTTON AND WANDSWORTH

AREA HEALTH AUTHORITY

HEALTH EDUCATION IS A CHALLENGE

and will suit you if you would like to join a small, enthusiastic team which is interested in developing its scope of activity and promoting Health Education both inside and outside the NHS.

We have two vacancies for Trainee Health Education Officers for Roehampton (Merton and Sutton. Salary : £5,361 - £6,858 (inclusive).

You will be expected to help provide a wide range of health education services and therefore will preferably have experience and /or qualifications in the following fields. Community Health, Education or the Behaviour Sciences.

The vacancy in Rohampton would more readily suit an individual who has health service experience or a teaching qualification, whilst the vacancy in Merton & Sutton would be suitable for an individual with experience of Social Service as well as Health.

If you feel you can meet this challenge, please phone Penny Webb Area Health Education Officer on 01-673 7799. Application forms and job descriptions are available from the Personnel Officer, Merton, Sutton and Wandsworth Area Health Authority (Teaching), Homewood, 14 Ashbourne Road, Belham, London SW12 0AD. Tel : 01-675 6881 Ext. 20. Closing Date : 17th April 1981. (606437) 321-90

SURREY

SENIOR ADMINISTRATIVE ASSISTANT (Further Education)

We are looking for an experienced Administrator, to work closely with the Senior Assistant County Education Officer and the Assistant County Education Officer.

The person appointed will be expected to carry out a wide range of duties and gain a knowledge of all aspects of the administration of the Further Education Service, particularly in relation with the County Technical Art Colleges and Agricultural Education.

The ability to accept responsibility, demonstrate initiative and develop and maintain satisfactory relationships with a wide range of people, including members of Committees, the public, other Authorities and both academic and non-teaching colleagues is essential. An appropriate qualification such as the I.S.M.S. is also desirable. The salary will be from £10,089 to £11,241.

Application form and job description from the County Personnel Officer, Pressac Quote Ref. CFO/7/81, County Hall, Kingston upon Thames, Surrey. Tel : 01 1080 Ext. 3577.

Closing date 93 April, 1981 (01188) 321-90

General

NEWCASTLE UPON TYNE

THE NORTH REGIONAL EXAMINATIONS BOARD
CERTIFICATE OF SECONDARY EDUCATION

The Board requires to appoint an ASSISTANT SECRETARY.

Salary scale in accordance with the Local Government scale Principal Office grades (£5,130 to £6,060) rising to £7,010 in eight years.

The post is superannuable under the Local Government Superannuation Scheme. The successful candidate will be expected to take up appointment on 1 October, 1981. Candidates should have had teaching experience, public examinations or other relevant administrative experience would be advantageous.

Further information from The Secretary to the Board, The North Regional Examinations Board, Wheatfield Road, Westerhope, Newcastle upon Tyne, NE5 5JZ.

The closing date for receipt of applications is 24 April 1981.

Secretary to the Board, A Winterbottom, B.A. (01) 286 6928 321-90

Careers Service

Careers Officers (Temporary)

£5,268-£6,651 p.a.

Applications are invited from qualified Careers Officers or from students completing courses in the near future which lead to the Diploma in Careers Guidance, for the temporary posts of Careers Officer, one in Northampton and the other in Kettering.

The successful applicants will be appointed on a yearly contract. It is the policy in Northamptonshire to offer, subject to satisfactory progress, temporary careers officers a permanent post as soon as a vacancy arises.

The persons appointed will undertake a full case-load of advisory work in schools together with associated duties. A casual users car allowance will be payable.

Applications forms and further details are available from the Personnel Officer, County Hall, George Row, Northampton, Telephone: Northampton 34833 Ext. 6226, to be returned by 17th April, 1981.

TESZ321

Northamptonshire

Education

SCHOOLS COUNCIL

Higher Executive Officer

Applications are invited for the post of Higher Executive Officer in the Assessment and Examinations Support Team. The successful candidate will be the Support Team Leader with responsibility, amongst other matters, for arranging support for the Council's development programme in the field of assessment, and examinations and also for the Council's continuing programme concerning standards at 'A' level.

The appointment is expected to run for two years initially and salary will be on a scale £6950—£8555 + £1016 London Weighting.

Further details and application forms are available from:
Mrs A. Stewart,
160 Great Portland Street
London W1N 6LL. 01-580 0352 ext 351.

Closing date for receipt of applications 17 April 1981.

TESZ321

COUNTY ADVISOR for PRIMARY EDUCATION

Salary Scale: Soulbury Scale base on Burnham Group 10 £13,380-£14,430 p.a.

Applications are invited from well qualified and experienced candidates for this post.

The appointment will involve a general pastoral responsibility for a number of Schools in the area of the Authority. In addition, the successful candidate will share responsibility for advising on all aspects of Primary Education throughout the County.

Essential Car User allowances are payable.

Application forms and further details are obtainable from the Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ to be returned by 24th April, 1981 quoting reference C082/1/PJ.

TESZ321

LANCASHIRE COUNTY COUNCIL

Education Service

Professional Assistant

(Development and Administration)
£7,500-£8,481
(N.J.C. A.P.T.C. Scheme Points 31-35)

Applications are invited from suitably qualified and experienced candidates, who should be graduates with teaching experience.

This post should be of interest to teachers seeking an initial appointment in Local Education Authority administration.

The post qualifies for an essential car user allowance and the Authority also operates a car loan scheme. Approved removal expenses paid.

Application forms and further details obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, MK42 9AP., or telephone Steve Johnson on Bedford 63222 Ext. 345.

Closing date 10th April, 1981.

RES2321

Bedfordshire

SCHOOLS COUNCIL

CAREERS EDUCATION: PRACTICE & TRAINING

Applications are invited for the post of CO-ORDINATOR for this activity which is part of the Schools Council's Programme 'Developing the Curriculum for a Changing World'. This part of the Programme seeks to promote a coherent approach to careers education in schools and the training of those involved in careers education.

The work of the Co-ordinator will include establishing and working with local groups of teachers and teacher trainers. He or she will be expected to have experience of a senior teaching post in a secondary school and preferably experience of curriculum planning, curriculum development and in-service training.

The post will probably be based at the Schools Council in London but alternative arrangements could be negotiated. The terms will be a temporary contract, initially 19 months from 1st September 1981, on a scale £9,516 (a £11,247 (plus 1981 Burnham Award) with London Allowance if applicable. Secondment could be arranged on existing salary plus an allowance of £355.

Further particulars and application forms can be obtained from: Mrs. A. Stewart, Schools Council, 160 Great Portland Street, London W1N 6LL. Tel: 01-580 0352 Ext. 351. Closing date for applications: 28th April, 1981.

TESZ321

Principal Assistant Director of Education

£15,315-£16,557

Applications are invited for this new second tier post from well qualified men or women with senior professional experience in local education authority departments. The main areas of responsibility include the administration of primary and special education and the management of the Authority's team of nine General Inspectors and of the Schools Psychological Service.

Closing date: 27th April 1981.

Application forms and further details from the Assistant Chief Executive (Head of Manpower Services) Town Hall, Bromley, Kent. Tel: 01-464 3333 Ext. 3318.

TESZ321

London Borough Of Bromley

City of Manchester — EDUCATION COMMITTEE

Openshaw Technical College
Whitworth Street, Openshaw
Manchester M11 2WH
Tel: 061-223 8282

Department of Electrical & Electronic Engineering

PRINCIPAL LECTURER IN ELECTRICAL ENGINEERING

(Salary scale £10,806-£13,245 p.a.)

to teach and develop the subject up to and including TEC Higher Certificate level. Applicants should have appropriate industrial and teaching experience in one of the following areas
(a) Control Systems Engineering
(b) Modern Industrial Electronics.
In addition he/she will be expected to assist the Head of Department in the day to day administration.
Experience in the field of microprocessors of computing would be an advantage.
Application form and further details available from the Senior Administrative Officer at the College. Closing date: 22 April 1981.

TEBK183

Further details and application forms are available from the Senior Administrative Officer at the college.

WOLVERHAMPTON BOROUGH COUNCIL
Education Committee

Inspector/Adviser for Computing and Mathematics

Salary — Soulbury Headteacher Group 8 (£12,540-£13,660).

Applications are invited for appointment from September 1981.

The successful candidate will have good academic qualifications and wide experience in a variety of situations. Experience of advisory work would be an advantage.

All inspectors have a general responsibility for a small group of primary and secondary schools in addition to their specialist responsibility.

Application forms and furtehr particulars are available from the Director of Education, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR to whom completed forms should be returned by 24 April 1981.

TESZ321

THE NATIONAL FEDERATION OF YOUNG FARMERS' CLUBS

invite applications for the post of

EDUCATION OFFICER

SALARY — SOULBURY SCALE MAIN RANGE (BURNHAM RELATED)
(Points 1-7 £8,838-£9,852
(upgradeable after 12 months on results). Plus a car.

This leading voluntary youth organisation seeks a person with skills in identifying training requirements and in structuring the necessary courses. The successful candidate must be skilled in this type of work, dedicated and will be helped by an outgoing personality. They must be able to enthuse and involve young people and be willing to make a real commitment to the job. Based at the National Agricultural Centre, the successful candidate must live within reasonable distance of the NAC.

A car will be provided.

Further details and application form from:
The General Secretary, NFYFC, YFC Centre, National Agricultural Centre, Kenilworth, Warwickshire, CV8 2LG.
Closing date for applications, 10th April, 1981.
Interviews, 24th April, 1981.

TESZ321

THE BRITISH COUNCIL OF CHURCHES

YOUTH SECRETARY

The British Council of Churches requires an Executive Secretary for its Youth Unit, within the Division of Ecumenical Affairs.

The Youth Secretary is responsible for the co-ordination and stimulation of church youth work through Britain, and for encouraging the ecumenical education of young people.

Applicants, ordained or lay, should be members in good standing of a member-church of the Council. The appointment is for five years.

Application forms from: The General Secretary, The British Council of Churches, 2 Eaton Gate, London SW1W 9BL. Telephone: 01-730 9611.

Application forms to be returned by 15th April 1981.

TES2322

Head of Language Studies

SAUDI ARABIA — c. £16,403 p.a. tax free

Allied Medical Group are British health care management consultants to the Riyadh Al-Kharj Hospital Programme which provides the very best of health care for the armed forces of Saudi Arabia and their dependants. The Programme is made up of two modern, superbly equipped and mainly British staffed hospitals in Riyadh, the capital city, and Al-Kharj, some 50 miles to the south.

We now have an opportunity for an able and accomplished man or woman to manage the well established Language Services Unit which is primarily involved in the teaching of English. As well as identifying language training needs and assessing teaching methods, the Head of Language Services is responsible for directing a team of instructors in preparing the required programmes, lessons, materials and audio-visual aids. The successful candidate will also be handling general management, including policy formation, administration and budgetary control.

Naturally, given the wide responsibility involved, candidates are likely to be in their thirties and have at least 5 years solid language experience which should include materials production (which as publications), and experience of teaching abroad, ideally in a Middle Eastern country. As well as a first degree, candidates should possess a teaching qualification, preferably TEFL.

The starting salary quoted is based on 113,681 Saudi Riyals (approximately 7.5 SR = £1) and includes a gratuity of one month's salary for every twelve months' service, payable on completion of the two year contract. Benefits include: free, fully furnished, married accommodation; four weeks leave for every six months service; free air fares (including leave flights), generous educational allowance; extensive recreational and welfare facilities. There are no income tax or exchange/currency regulations operating in the Kingdom of Saudi Arabia.

For further details please write, quoting ref: BKH 3127, to: A. M. Edwards, Senior Personnel Officer, Allied Medical Group, 18 Grosvenor Gardens, London SW1W 0DZ. Alternatively, call our 24 hour answering service on 01-730 8339, quoting reference number.

All applications will be dealt with in the strictest confidence.

TSY191

Allied Medical Group

ADMINISTRATION GENERAL continued

CAMBRIDGE

UNIVERSITY OF CAMBRIDGE
TEST DEVELOPMENT AND RESEARCH UNITS

Applications are invited from graduates for the post of Assistant to the Secretaries to work in a largely administrative capacity in the development of multiple choice materials for GCE examinations.

Salary on a scale from £5,153 to £8,395 (under review).

Further information from the Director, Test Development and Research Unit, 13 Harvey Road, Cambridge, CB1 2EY.

Applications should be submitted by 22 April 1981, giving the names of three referees. (00008) 322-90

SCHOOLS LIAISON /JUNIOR MEMBERSHIP ORGANISER

Large Animal Charity seeks QUALIFIED TEACHER (probably aged 23 /28 years) with genuine interest in animal welfare, to promote junior membership activity and encourage group work essential. Enjoyment scope for dedicated person. Secretarial ability if required.

Write Director, CYDNET, c /o Northern Post Office, Exeter or telephone Exeter 77189. (11845) 301-90

Please write or telephone for further details and application form to the Personal Officer, Dorma House, South Street, Dorking, Surrey. Tel : Dorking 81681. (606858) 325-90

Child Care

DORSET

COUNTY COUNCIL
RESIDENTIAL HOUSEPARENTS
BEAFORD PARK HIGH SCHOOL FOR GIRLS
Bere Hill Boarding House, catering for the education, of some 60 girls aged between 11 and 18, will have opportunities for two Housefather/mother appointments as from September (but this isn't essential).
The Housemaster to be in charge while the spouse follows their own outside business employment as the job. The Housemaster to be in charge on a part-time basis.
It may be possible to offer a part-time teaching post depending on qualifications and experience.
Benefits include family accommodation, with charges for lodging and board, and generous holidays. A deputy-in allowance of £2,064 is payable when rostered on-call.
Salary, Scale 3 (Supplement in Charge £6,268 - £8,801.
Deputy-in allowance £2,064.
For full details write, giving your experience and qualifications and the names and addresses of two referees to the Headmistress, Shaftesbury High School, Bleke Street, Shaftesbury, SP7 8AY. Telephone 0747 3500.
Closing date 7 April. (00735) 331-90

Examiners

BIRMINGHAM

THE WEST MIDLANDS EXAMINING BOARD

CERTIFICATE OF EXTENDED EDUCATION 1982
(EXPERIMENTAL EXAMINATION)

APPOINTMENT OF CHIEF EXAMINERS

A CHIEF EXAMINER is required for the 1982 examinations in each of the following subject areas:-
Business Studies, Child Development; Computer Studies, Design Studies; Environmental Studies; Mathematics.
Applications are invited from suitably qualified TEACHERS with recent experience of teaching sixth form students at CSE level either they will be experienced candidates for the post of Chief Examiner or Assistant Examiner designate. Previous experience of examining will be an advantage although it will be required of persons appointed that they will be required to prepare the 1982 examination papers and to mark the completed examination scripts.
Application forms and further details may be obtained from The Secretary, The West Midlands Examinations Board, Norfolk House, Smallbrook Queensway, Birmingham B5 4NJ.
Further details and application forms from the Director, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury, SY4 1HW. (00644) 321-90

MANCHESTER

JOINT MATRICULATION BOARD

Examinations Council

Applications for the post of Reviser (or Moderator) for the question papers in the following subjects in the GCE examinations are invited from experienced school teachers in schools or colleges that do not prepare candidates for the JMB examinations concerned.
Appointment of Reviewers for 1982 GCE examinations.
Government, Economics and Commerce (Ordinary), and Economics (Advanced). Physics (Advanced). Physics (Ordinary). Science (Ordinary) and Science (double subject) (Ordinary). Statistics (Ordinary).
Appointment of a Reviser for the 1982 GCE examination. Psychology (Alternative Ordinary).
Further information and application forms are obtainable from the Secretary, John Manniaton Board, Manchester, M15 6EU.
Closing date for applications 1.9 June 1981. (607301) 321-90

Miscellaneous

EXETER

VIOLINIST /PIANIST
Sought for interesting varied part-time private teaching post with Youth Theatre. Payment by hour. Some voluntary involvement with group work essential. Enjoyment scope for dedicated person. Secretarial ability if required.
Write Director, CYDNET, c /o Northern Post Office, Exeter or telephone Exeter 77189. (11845) 301-90

MANCHESTER

CATHEDRAL
Applications are invited for the position of ORGANIST to work with the Cathedral Choirmaster.
Further details from the Dean's Secretary, The Cathedral, Manchester M3 1SQ. (Tel. 061-832 2019).
Closing date for application Thursday, 16th April, 1981. (00008) 321-90

RESIDENTIAL SUMMER RECREATIONAL STAFF AND GENERAL STUDIES TEACHERS

WESTMINSTER, CENTRAL LONDON, Summer Recreational Programme. Director £1,210 per week, residential. To organise London Experience, Commonwealth London Today, Political and Historical London, Creative Arts, Sports, Recreational staff £90 per week, Residential. Must be qualified to teach one subject at GCE level or above and have 2 years post-qualification experience. Ages 18 and over.
NR. GUILDFORD 17 /21 /31 OCTOBER. TEACHING STAFF REQUIRED £100 per week. Residential. Must be good organiser with all round sports ability.
CENTRAL LONDON, STUDENTS £80 per week. Residential. Attempt in French essential.
Write with full C.V. for details c Thames Valley Cultural Centre, 140 Peascod street, Windsor, Berkshire. Member of FELCO. (00921) 321-90

SWITZERLAND

Director of Studies required for French language course in Montreux, Switzerland. Children from IAPS schools aged 9 - 14. We are looking for a person with good qualifications and experience to take full responsibility for a French course for a wide range of abilities within this age group, also to organise a good staff and pupils.
Dates of course August 24-September 3rd.
Please apply by letter with c.v. to: E. Hughes, 47, Mays Green Rd, Bishops Stortford, Hertfordshire. (01191) 321-90

TUTOR IN ECOLOGY

FIELD STUDIES COUNCIL
Applications are invited for the TUTORSHIP IN ECOLOGY at THE LEVERHULME WILDLIFE EDUCATION CENTRE, Nettlecombe Court, Williton, Somerset. Candidates should be graduates in biology, special interest in plant ecology, and teaching experience. Preference will be given to single candidates with some experience of residential teaching. The person appointed will be responsible for the organisation and conduct of courses for adults, and will take part in a continuing research programme on part of the Nettlecombe Court Estate, which is owned by the Council. The salary will be £5,580 plus free board and lodging. Applications may be made at any time. The closing date for applications 1 May 1981.
Further details and application forms from the Director, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury, SY4 1HW. (00644) 321-90

BIRMINGHAM SETTLEMENT

RESIDENTIAL SOCIAL WORKER

The Settlement is looking for a person (male or female) to join its residential staff team in its mixed hostel for "in care" adolescents, students and young working people.

The atmosphere is informal and the emphasis on educational rather than custodial needs. The person appointed will be over 22, one of a team of three with proven sympathy and ability to work with young people.

Further details and application form from:
The Director,
Birmingham Settlement,
318 Summer Lane,
Birmingham B19 3RL.

TEBAA337

UNIVERSITY OF LONDON
University Entrance and School Examinations Council
General Certificate of Education Examination

The Council invites applications for the following appointments:

CHIEF EXAMINER VACANCIES
ORDINARY LEVEL FROM JUNE 1982
Food and Nutrition, Mathematics, Syllabus A

ADVANCED LEVEL FROM JUNE 1984
Italian

ALTERNATIVE ORDINARY LEVEL FROM JUNE 1983 — RUSSIAN

MODERATORS FROM 1 AUGUST 1982
History — Home Economics

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with five years recent teaching experience. Experience in GCE or CSE examining would be an advantage.

For application forms and further details please send a self-addressed envelope to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Completed application forms should be returned by 14 May 1981.

TESOC361

MISCELLANEOUS
continued

SPEND SUMMER VACATION WITH CHILDREN

A 7 Holiday Centres in England.

We need adults who enjoy the company of children as Senior Staff (able to take full responsibility for a Centre), drivers and supervisors who can help organise children's activities and look after them, sports instructors (who can coach swimming, soccer, netball, sailing, canoeing, tennis), matrons and assistants, cooks (chefs (who could produce good plain meals), domestic and catering staff.

If you write to Charles Wilcox at B.C.H., Moorlands, East Knoyle, Salisbury, Wilts, Tel: 074-783 (00131) he will send you full information and application forms. Interviews being held in the area soon. (01803) 391-80

Outdoor Education

ESSEX

TEMPORARY CANOE INSTRUCTOR

Full time required at the Hadow Outdoor Pursuits Centre for six months during the summer. Salary: from £338.75 to £352.50 inclusive monthly according to experience.

The person appointed must have the necessary B. C. U. coaching qualifications to instruct young people and adults, utilising the excellent facilities at this centre, situated on the banks of the River Blyth.

Enquiries to the Warden, Hadow 33051.

Application forms from The Area Community Education Officer, St. John's Road, Enpins, Essex. (00980) 392-90

NORTHUMBERLAND

EWART OUTDOOR CENTRE WOOLER, NORTHUMBERLAND

A fantastic base for your school holiday or outdoor week in beautiful North Northumberland, beside the Cheviot Hills. Vacancies for the Summer, Autumn and 1982. Qualified staff and all equipment provided. Full inclusive charges £5 per head, per day.

Contact Chris. Jones. Y.M.C.A. Office, Herrington Burn, Houghton-le-Spring, Tyne & Wear.

Telephone: Fenchouses (0385) 852852 /853085. (00859) 392-90

WEST MIDLANDS

HYDESVILLE TOWER SCHOOL OUT DOOR PURSUITS

Required for September, a well qualified, active, enthusiastic teacher to be in charge of outdoor pursuits and boys P.E. An experienced mountaineer particularly desirable, initially a 2 year post.

Apply with curriculum vitae to the: Headmaster, Hydesville Tower School, 53 Broadway North, Walsall, West Midlands. WS1 2QG. (00570) 392-90

ADVENTURE LEADER

Opportunities for young people seeking a challenging job working with children as adventure holiday leaders or activity instructors in canoeing, sailing, pony trekking, hillwalking, swimming and a variety of other outdoor activities.

We are looking for friendly, helpful people used to working with children, who would enjoy the informal holiday atmosphere on our centres.

Free board and accommodation, pocket money and travelling terms of employment March to September.

Write to: Elizabeth Cox, P.O.L. Young Adventure Ltd., 118 Station Street, Ross-on-Wye, Herefordshire HR9 7AH. (00688) 385-90

DEVON

RIVER DART RESIDENTIAL CENTRE

Summer Employment June /Sept - we require two instructors, qualified and able to instruct (a real love) in climbing, caving, canoeing, camping. Must be 23 yrs of age or over. Variety of courses. Good food and accommodation.

Apply with CV, photo and references to The Dive Residential Centre, Holne Park, Ashburton, Devon.

Closing date 30th April. (01667) 395-90

CUMBRIA

HIGH PLAINS LODGE OUTDOOR CENTRE, ALSTON, CUMBRIA

A new, purpose built centre high on the North Pennines, accommodating up to 48 people in small dormitories and bedrooms. Qualified staff offering a wide range of activities including rock-climbing, canoeing, hill walking, sailing, pony trekking, underground exploration, environmental studies, etc. Cost £4 per head, per day, fully inclusive. Staff ratios of 1:6. Approved by Sunderland Education Authority.

For bookings, brochure and information. Contact CHRIS. JONES, Y.M.C.A. OFFICE, 1 WESTGATE BURN, HOUGHTON-LE-SPRING, TYNE & WEAR. Telephone: Fenchouses (0385) 853085. (00858) 852-90

CUMBRIA

LAKELAND TRAINING GROUP

L.T.G. have a vacancy for a **GENERAL TEACHER - OUTDOOR PURSUITS** to commence as soon as possible. Candidates should be well qualified in either mountain or water activities and have previous experience of residential centres. L.T.G. run a wide variety of courses throughout the year for schools, youth groups, and industry and activities include Sailing, Canoeing, Mountaineering, Caving and Mountaineering. Accommodation is available for a single person. Salary equivalent to Burnham Scale 1.

Apply in writing including full curriculum vitae to The Director of Training, Lakeland Training Group, Ambleside, Cumbria, LA22 0AD. Telephone Ambleside 32636 (telephone 0966 61710. (00566) 392-90

WILTSHIRE

SUMMER VACATION WORK - If you enjoy the company of children on holiday, have the ability to motivate a young staff, have a good record in administration and the organisation of leisure activities or want to recruit you as a Senior member of staff at one of our holiday Centres in Southern England or Yorkshire.

Write to Charles Wilcox, B.C.H., 'Moorlands', East Knoyle, Salisbury, Wilts. (Quote ref: SS 81) (00131) 393-90

ASSISTANT instructors wanted April onwards for six Months at Outdoor Pursuit Centre, Brecon Beacons, South Wales. Successful applicants will be required to assist senior instructors in the instruction of canoeing, rock climbing, pony walking, caving, archery, shooting and other activities and general duties. Apply with full details to Minerva Outdoor Ventures, Crown House, 19 London Road, High Wycombe. (00168) 392-90

COURTLANDS Centre, Kingsbridge South Devonn. Facilities for School Journeys, Field Courses and Outdoor Pursuits Residentials. Close to coast and Dartmoor. Laboratory /Project Room. Gymnasium Games Field Licensed Bar. Good food. Open all year. Centrally heated accommodation. Details: Dept. TES, or telephone (0548) 03403-351. (00884) 393-90

MINERVA Outdoor Ventures, experts in Outdoor education for the young, invite you to join our school party to our farmhouse Centre in the Brecon Beacons, South Wales. We specialise in activities and field study courses, individually designed to suit your own requirements. Canoeing, pony trekking, climbing, walking, caving, much more in small groups and absolute safety. We are well experienced and pride ourselves on our close supervision. Local Education Authority approved. Your first visit don't worry. We take all the problems off you. Beginners our speciality. Details from: Minerva Outdoor Ventures, Crown House, 19 London Road, High Wycombe. (01440) 392-90

PEREGRINE AND PLOVER, Sundew and Parsley, Rushes and Roche Mountains - Make the connections on your Young Naturalist Field Courses. For individuals & small groups 18 - 25 April, 25 - 30 May, 1981. £55 plus VAT. Also Top Primary to 'A' level Geography, Geology, Ecology from £5.50 per day (plus VAT). Telephone 04884 4300 for a discussion of your requirements. Castle Head Field Centre, Grange over Sands, Cumbria LA11 6QT. (00165) 392-90

SKI CAIRNGORM instruction /hire chalet hotel from £13 per week minimum number 56 Plan 1982 this summer. Visit hotel Beotts. (Self-contained suites). Telephone: 03403-351. (00885) 393-89

English as a Foreign Language

BERKSHIRE

Qualified experienced E.F.L. teacher required November - mid-December for full time College tuition. Apply with c.v. and two references to: Director of Studies, Regency Park, Reading, Berks. RG 7 1PT. (0041) 395-90

BERKSHIRE

EFL SUMMER COURSES

VACATIONAL STUDIES require qualified experienced EFL teachers also willing to assist with sporting /social activities on their 4-week residential courses this summer for students aged 11 - 16.

For application form and details, write to:- The Director, Vacational Studies, Pegasy Oak, Aldermaston, Newbury, Berkshire RG14 6LT. (01109) 395-90

CHICHESTER

SCHOOL OF ENGLISH

Seeks fluent with overseas schools. Parties and individuals welcomed. Accommodation in Preliminary enquiries to Director 1-2-5 Sou'h Road, Chichester, Sussex PO19 1EH National Telephone 44 243 781768 (118357) 395-90

ESSEX

TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE this summer. Four-week, highly intensive course leading to the Preliminary Certificate in Teaching English as a Foreign Language validated by Trinity College, London. July 5th to August 6th. Fee £241 plus set of fees plus full board with residential accommodation £194.40. Full details please write, enclosing SAE stamped, self-addressed envelope to the Secretary, East Anglia College, 'Anglia House, Old Ford Road, Ipswich, Essex IP2 8AY. (00606) 395-90

FRANCE

INSTITUT DE LANGUES MODERNES

Dynamic Experienced EFL required for language institute in E. France. Teaching in private and also general teaching methods and of group conversation methodology.

Salary up to 4,000 pounds tax free first year. Apply in writing to: 45 Rue René Poincare 84000 Nancy - France. (00009) 395-90

HERTFORDSHIRE

E.F.L. Teachers required, full or part time, for private 4 weeks course in your requirements. Castle Head Field Centre, Grange over Sands, Cumbria LA11 6QT. (00165) 392-90

£1000 Commission is your lot, eg. you send our school just two groups of 12-15 EFL students for a 4-week course! Contact: Its British School, 44 Cambridge Gardens, Hastings. Telephone: 439095. (00168) 398-90

CROYDON

LONDON BOROUGH OF SUTTON SCHOOL CLEANING DIRECTORATE

DIRECTORATE TUTORS

Required for Residential Courses in London Centre. Essay /Letters, during July /August must. Teachers holding a degree or Teachers experienced in English with good T.E.F.L. experience only required to participate fully throughout the courses.

Please write giving full details to EURO-LAC ADEMY Ltd., 77a Gordon Rd. Croydon CR0 2LD. (00169) 395-90

LONDON

E.F.L. SUMMER SCHOOL TEACHERS

Applications are invited from Qualified Teachers with post-graduate T.E.F.L. or Residential posts with adults and preparatory courses in July and August. A firm commitment to one of these periods and supervisory duties is essential.

Please write enclosing full C.V.s to: The Director, Centre for Summer Schools' Programmes, Regent Summer Schools, Charlotte Street, London W1P 1HD. Telephone: 01-580 9432. (00523) 395-90

OXFORD

ACADEMY OF ENGLISH

MEMBERS OF A.R.E.P. FELCO.

Applications are invited for the post of Deputy Principal or Director of Studies from August 1981.

Post Graduate T.E.F.L. qualification essential and a minimum 3 years T.E.F.L. experience.

Full details stating which post you are interested in from the Principal, Oxford Academy of English, 18 Beaumont Road, Oxford, OX3 6SP. (00178) 395-90

Appointments Wanted

EX-MEDICAL SECRETARY

Ex-medical secretary, Hammersmith Hospital 81, seeks post as Matron in boys' prep school in West or Surrey.

Write Box No.TES 4091 The Times, WC1X 8EZ. (00547) 401-90

GENTLEMAN

Gentleman 50, Married, presently R.O.D. State School. Contract ends July, seeks return preparatory Secretarial post. Reference. Cambridge. Box No TES 4074 The Times WC1X 8EZ. (00346) 401-90

Educational Courses

CROYDON

LONDON BOROUGH OF CROYDON

QUALIFIED AND EXPERIENCED TEACHERS

Required for vacation courses in London /Surrey /Sussex /Avon. T.E.F.L. /English Degree preferred.

Please write giving full details to: EURO-ACADEMY Ltd., 77a Gordon Rd. Croydon, CR0 LD. (00164) 431-90

LEICESTERSHIRE

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

M.A. Design Education

The department of Design, Education and of Education at Loughborough University invite applications for the two year part-time course leading to the award of the degree of M.A. in Design Education. The course is primarily for practising teachers in art, craft, design and technology in secondary and further education. It provides an opportunity to study the development of the theory and practice of their subject against the background of educational backgrounds. Applicants to the course is based on a seminar system with emphasis on early, private tutorials and private study.

Requests for information and application forms should be addressed to the Deputy Head, Department of Creative Design, Loughborough, Leicestershire. (00870) 431-90

FREE WEEKEND

SOUTH DEVON

Friday 24th April - Sunday 26th April. Teachers, Lecturers, Youth Leaders. All the weekend for £15 to plan a 10hr journey. Field trip or outdoor pursuits course. View our facilities, illustrated talks. Meals in Dartmoor and beautiful Devon countryside.

Applications Course Centre (TES) Kingsbridge, Devon. Tel : (0548) 3403. (01398) 431-90

LANCASTER

UNIVERSITY OF LANCASTER DEPARTMENT OF FRENCH STUDIES

Two Day Course for Teachers A-level French to be held on 7th & 8th January 1982.

Lectures and discussion on French on language teaching methods. (max cost £70 inc accomm).

For further details apply to: H. Wardman, Dept. French Univ. of Lancaster LA1 4YT. (00609) 431-90

LANCASTER

UNIVERSITY OF LANCASTER DEPARTMENT OF FRENCH STUDIES

PART-TIME M.A. COURSE

The Department of French has to offer part-time evening courses to be taught part-time a evening a week over two years starting October 1981:

M.A. in Modern French Studies

M.A. in Medieval and Renaissance French Studies

For further details apply to: Graduate Admissions Officer, Department of French Studies, University of Lancaster, Bailrigg, Lancaster, Lal 4YT. (00609) 431-90

PORTSMOUTH

SOUTHSEA CENTRE FOR ENGLISH AND ENGINEERING

require part-time O.K. and work to promote our courses in Languages, Mathematics /Physics, Civil and Guilds and Engineering, 194-6 Fratton Road, Portsmouth. Tel: Day 8709 10, Evenings 0705 814888. (01 [illegible]

ef

LANGUAGE SCHOOLS

require:

FULL-TIME/TEMPORARY TEACHERS OF EFL

For our permanent schools in Hastings and Cambridge.

We are looking for teachers primarily from June to September with a degree or, teacher training certificate and either a TEFL qualification or, teaching experience.

The salary is comparable with other leading language schools.

For further details and application form please contact the Director of Studies at:

EF Institute, 221 Hills Road, Cambridge. Tel: (0223) 40020

OR

EF Language College, 74-80 Warrior Square, St. Leonards-on-Sea, East Sussex. Tel: (0424) 423998

TES8008

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

Laggarnlia Centre for Outdoor Education

Kincraig, Kingussie, Inverness-Shire

DEPUTY PRINCIPAL

This responsible post will become available from 1 May, 1981. Candidates must be qualified teachers and be eligible for registration with the General Teaching Council for Scotland. A wide range of experience in outdoor work is necessary. The post is residential and unfurnished accommodation is provided on site.

Salary is in accordance with the current Scottish Teacher's Salaries Memorandum (Grade 1 - £6037 - £8082, (Bar) - £8472) plus a responsibility allowance of £1865 per annum. Further information and application forms are obtainable from the Divisional Education Officer Division 2 (Personnel), 40 Torphichen Street, Edinburgh EH3 8JJ.

TES8G382

Devon Marine Centre, Fort Bovisand, Plymouth

Warden Burnham Scale III

Required as soon as possible for this centre which is established as a Devon County base for water-borne activities, marine biology, environmental projects, and allied educational studies.

Further particulars of duties and the function/facilities of the Centre are obtainable from: (SAE please), The Chief Education Officer (BR6), County Hall, Exeter.

Closing date 16th April.

TES8G392

DEVON

Educational Psychologists

Educational Psychologist

Salary: £7,065-£11,916 plus Outer London Allowance

The School Psychological Service, which has its own premises, is well established and able to offer a wide range of experience and responsibilities. You will be responsible, under the guidance of a Senior Education Psychologist, for the following duties: Schools and Nurseries in half the geographical area of the Borough, Tutorial Centres and Special Classes, Social Services Establishments (Assessment Centres and Children's Homes), children with physical handicaps and Meirkhouse Centre (Secondary Schools' Support Centre).

Further details and application form obtainable from the Controller of Personal Services, Town Hall, Forest Road, Walthamstow, London E17 4JF. Tel: 01-521 3000. (24 hour answering service).

Closing date: 17 April. Please quote ref G3681

Waltham Forest

AYCLIFFE SCHOOL REGIONAL CHILDREN'S CENTRE

PSYCHOLOGIST

Applications are invited from suitably qualified and experienced persons for the above post. The responsibilities of the post include management and development of a token economy and general B.M. facility for the treatment of disordered adolescents, as part of a wider role with the Centre in the assessment and treatment services for problem children and families. The psychology team play a crucial part in the Centre's work. Excellent opportunities for personal development and research exist.

The salary scale is SIAC Grade 7, £8,139-£8,880 p.a. The post is resident. Applications, with names and addresses of three referees, to the Principal, Aycliffe School, Copelaw, Aycliffe, Darlington, Co. Durham by 20th April 1981.

TES8E341

Pilgrims english language courses

TOP QUALITY EFL JOBS £143-176 per week

On Courses held at University of Kent at Canterbury and Roedean, Brighton, in July, August, September.

TEACHER TRAINING LANGUAGE TRAINING EFL/SPORTS

We are looking for energetic, human people with ideas, excited by their profession and who want to learn as well as teach.

Send a detailed C.V. and S.A.E. to: 8 Vernon Place, Canterbury, Kent CT1 3YG.

TES8C8

EDUCATION COURSES
continued

NORWICH

UNIVERSITY OF EAST ANGLIA

CENTRE FOR APPLIED RESEARCH IN EDUCATION

Director : Professor Lawrence Stenhouse

M.A. IN APPLIED RESEARCH IN EDUCATION 1981 - 82.

Applications are invited from serving teachers, college lecturers and experienced educational and other administrators for the full-time course leading to the degree of M.A. in Applied Research. The course covers research and development in curriculum and teaching and studies in educational evaluation.

Further information and application forms are available from the General Office, Centre for Applied Research in Education, University of East Anglia, Norwich, NR4 7TJ. (00041) 431-90

SOMERSET

RIDGE POTTERY

Courses, Pottery Clay to Fired pot weekly June to Sept. details s.a.e. Ridge Pottery, Nr. Castle Cary, Yeovil, Somerset. (00388) 431-90

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Four weeks courses during MAY and JUNE at ANGLOS-CHOOL London.

Courses approved by the Royal Society of Arts for the Preparatory Certificate in TEFL.

Application and Information Anglos, 137-146 Church Road, London SE19 2NT. (00670) 431-90

TRUSTRY - Lack of teaching opportunities? Why not train to be a computer programmer? Starting salary £5,000 max cost £700 (inc accomm).

For further details apply to: H. Wardman, Dept. French Univ. of Lancaster LA1 4YT. (00609) 431-90

LANCASTER

UNIVERSITY OF LANCASTER DEPARTMENT OF FRENCH STUDIES

PART-TIME M.A. COURSE

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M.A. in Modern French Studies

M.A. in Medieval and Renaissance French Studies

For further details apply to: Graduate Admissions Officer, Department of French Studies, University of Lancaster, Bailrigg, Lancaster, Lal 4YT. (00609) 431-90

Educational Courses

The *Bell* Educational Trust

requires experienced, qualified teachers of English as a Foreign Language for its summer courses for children, older students and adults (including ESP) from July to September. Applicants should be versatile and willing to contribute their own interests and talents to a varied extra-curricular programme.

Details and application forms are available from:

For courses at Saffron Walden and Felsted School –

Bell College Saffron Walden, South Road, Saffron Walden, Essex CB11 3DP

For courses at Norwich –

The Bell School of Languages, The Old House, Church Lane, Norwich NR4 6NW

For courses at Cambridge and Eton College –

The Bell Educational Trust, 1 Red Cross Lane, Cambridge CB2 2QX

For courses at Bath –

The Bell School, Henley Lodge, Weston Road, Bath BA1 2XT

Personal

Announcements

HOLIDAYS AND PERSONAL LOANS from £100 arranged without security or references. Cornwell & London. 6% APR. Write for brochure or call for written terms. Telephone: 01-839 3956. (00174) 471-90

IMMEDIATE ADVANCES

£100 to £50,000

Written terms of request REGIONAL TRUST LTD. 31 Dover Street, Piccadilly, London, W1X 4RT Tel: 01-491-8934

(00010) 471-90

JOB-HUNTING? Seeking promotion? Helpful hints on all aspects writing your own curriculum vitae, with specimen curriculum vitae, application forms and letters, are given in our booklet "Answering likely questions, pond minute guide". Price only £3.50 inc postage. Box No. TES 3884, The Times, WC1X 8EZ. (00171) 471-90

LONDON

THE WAY TO WRITE by John Fairfax and John Moat of the Arvon Foundation - For anyone with the urge to write - at home or at school and college. A complete guide to writing well and getting published. Foreword by Ted Hughes. Written, illustrated and packed 256.50 pp. Elm Tree Books, 47 Belsize Lane, London NW3. Available from bookshops. (00178) 471-90

MORTGAGES - 'Top-Ups' no mortgages, secured and unsecured loans for any purpose. Wylie Haas Ltd. Incorporated Mortgage Brokers. Telephone 01-248 4683 (24 hour answering). (00176) 471-90

ONTARIO

Exchange wanted, English Teacher at Community College (2-level equiv.) Presently teaching Advanced Level Chemistry and Physics. Basic English. Keen to exchange for similar post Ontario, Canada. Feb 1982 - Summer 1982. Write for box No. TES 4088 The Times WC1X 8EZ. (00378) 471-90

English as a Foreign Language

Modern Language Graduate

Michelin is the largest European tyre manufacturer, with over 110,000 employees throughout the world. At our headquarters in Clermont Ferrand we have a modern Language Department to train staff of all levels, using a language laboratory and structural methods.

We have a vacancy for an honours graduate (first class or top second) in French, with native language English. Another European language would be an asset.

Several years' experience of teaching using the above methods is essential.

Success in this first post usually leads to interesting careers in our international organisation. Salary and conditions are excellent.

Please write, giving full career details, to the Staff Recruitment Manager, Michelin Tyre Company Limited, Stoke on Trent, ST4 4EY.

Switch to Michelin

For Sale and Wanted and Postal Shopping

HAMPSHIRE

SCHOOL EQUIPMENT: Surplus to requirements and immediately available a full range of desks, chairs, blackboards, projectors, beds and bedding, catering equipment, Gym equipment, etc.

Contact Marchwood Park Colleges Marchwood Hampshire tel 0703 844359. (00635) 473-90

READING

NEW HORIZONS FOR EXPERIENCED TEACHERS

Become a part-time educational consultant offering a specialist and confidential service to parents and young children. An investment of £95 secures your place in an expanding organisation and offers an earning potential of over £100 per month.

For full details, write to PACE Ltd., Dept. TES, 1 Bridge No. 7SB 2QNE. The Times. (01601) 471-90

SAME DAY LOANS unsecured £100 - £5,000 - Richmond Investments Ltd., 4 The Green, Richmond, Surrey. Telephone 01-940 9855 (answ. Ext. 193). Written quotes on request. (00180) 471-90

T-SHIRT and S.S. printed for your school, College, Club or Badge from the Sunday Times Co., Station Road, Littlehampton, Sussex, BN17 6DZ. Telephone 09064 7298. (00181) 471-90

WARNER RECORDINGS offer a service: cassette duplication: greetings from your tapes or our location recording. Warner Recordings, 1 Chesleywood Close, London NW4 4LP. Telephone: 01-203 1506. (00182) 471-90

WRITE and sell Children's Stories. Small and well established firm needs children's free booklet. Children's Free Booklet, 5/S Swinton House, Salford, Manchester M6 8JB. (00183) 471-90

100 PER CENT mortgages, top-ups. Bridge Soc. Mortgages, 1st mortgages, Northern Counties insurance, unsecured loans. Telephone Mr. Smith, Harrogate (0423) 61 [illegible]. Tel 0782 66566. (00184) 471-90

100% MORTGAGES a remortgages are now available for all applicants regardless of status or income. By arrangement with leading building society three times gross salary (Cornhalton). Tel : 01-686 2030. (00185) 471-90

BANK LOANS immediate up to £5000. Building Society mortgages 95% single /joint income, anywhere, all property cases welcome. For details telephone Hometown Ltd. 1 Alexandra Road, London N8. (00601) 471-90

ENVIRONMENTAL STUDIES Facts, figures on careers, leaflets, facts, figures on conservation, society, sports, RPSS, 89 Kennington Road, London, SE11 4QP. (00186) 471-90

HOUSEKEEPER for country home, London Active, healthy professional widower, living quiet but lively life. Driving expert, good secretarial ability. Excellent cook and secretarial ability. Excellent cook and secretarial ability. Excellent cook and